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ABSTRACT

The Commission to Study the Future of Community Colleges in Kentucky was established in 1988 to review the accomplishments of the Kentucky Community College System (KCCS), to assess its current status, and to provide direction for the KCCS towards the year 2000. Developed as part of a collection of articles and reports on the KCCS for use by the Commission in its work, this report details the KCCS planning and budgeting processes, program evaluation procedures, and institutional accreditation policies and activities. Specifically, the report presents information on the following: (1) the five-year plan, the biennial budget/plan, and the annual budget/plan; (2) the assessment of transfer programs and technical programs, assessment techniques common to both transfer and technical programs, including the use of exit questionnaires, graduate follow-up surveys, and employer questionnaires, and assessment of continuing education/community service activities; (3) annual performance reviews, the annual review/report, and the Fifth Year Educational Unit Review; (4) assessment of externally funded programs; (5) evaluation by external accreditation agencies, and regional accreditation for colleges and universities; (6) the use of evaluation results; and (7) summaries of reviews conducted by external review agencies. A list of discussion questions for the Commission; data tables; a list of accrediting agencies utilized; copies of the assessment survey instruments; a 1975-1989 merit-pay report conducted for Jefferson Community College; and the Southern Association of Colleges and Schools criteria for accreditation, are included. (PAA)

ED340452

INSTITUTIONAL EFFECTIVENESS

An Overview of the University of Kentucky Community College System

Part Seven

Prepared for
The Commission to Study the Future of the
Community Colleges in Kentucky

Community College System
University of Kentucky

1988-89

JC 920 065

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COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"

"Toward the Year 2000"

Charge of Duties

Purpose:

In celebration of the 25th Anniversary of the Community College System, a Commission has been established to study the accomplishments of the System, assess its current status, and provide direction looking toward the year 2000. Commission members are involved in shaping the future for the Community Colleges in Kentucky. The Commission established is an official Commission of the University of Kentucky Community College System.

Timeline:

It is anticipated that the Commission will accomplish its work during the 1988-89 academic year. Meeting periods are as listed below:

October 31 - November 1, 1988	October 31 - Marriott, Lexington 6:30 p.m. Reception 7:00 p.m. Dinner 8:00 p.m. Meeting November 1 - Marriott, Lexington 8:30 a.m. - Noon -- Meeting
December 15 - 16, 1988	_____
February/March, 1989	_____
April, 1989	_____

INSTITUTIONAL EFFECTIVENESS

Introduction

Institutional effectiveness for community colleges refers to the degree to which the colleges succeed in accomplishing that which was intended. The many dimensions of institutional effectiveness include but are not limited to (1) "student" educational satisfaction, academic development, career development and personal development, (2) "faculty and administrator" quality, professional development and employment satisfaction, (3) community interaction and service, and (4) the college's overall contribution to the quality of life within the community.

The measures for institutional effectiveness are often limited to the observed results that can be quantified or recorded. For example, a community may judge the success of a community college by the number of graduates it places and their subsequent job performance. The quantifiable results are an important component, but equally important are the non-quantifiable results. While the measures for institutional effectiveness have not been perfected, emphasizing institutional effectiveness necessitates the establishment, within each college, of a continuous planning and evaluation process--the benefit of which is the improvement of institutional effectiveness. Broad-based continuous planning and assessment of effectiveness are essential for ensuring a high level of institutional quality to all constituents--the general public, employers, parents, students, educators and policy makers in the executive and legislative branches of government. Descriptions of the planning and assessment processes are provided in the following paragraphs.

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Planning Process

Planning, implementing and evaluating are parts of the overall process by which each community college establishes long-range goals and short-range objectives consistent with the college's mission, expends effort and resources to implement those plans, develops comprehensive assessment procedures to evaluate the extent to which the goals and objectives are being achieved, and uses the evaluation results to improve institutional effectiveness. The entire process is dynamic and interactive. The three integrated, interrelated phases of the planning process are illustrated on the next page.

Five-Year Plan

The five-year planning cycle is initiated and completed in the winter/spring of odd-numbered years, prior to the meeting of the General Assembly which begins in January of even-numbered years (excluding special sessions). For each community college, the cycle includes a review of previous five-year plans to determine what has been funded and how well the activities have been accomplished, what remains to be funded, what priorities have changed and what future directions the college might take consistent with stated plans, purposes and objectives and those of the Community College System.

At each college, planning begins at the division level with input from the division faculty, program coordinators, program advisory committees, students, and a look at evaluation results and goals. The result is a division five-year plan. The college's plan is developed by the community college president, with assistance from the appointed and/or elected leadership (e.g., faculty council, standing committees, deans, business/industry liaison, division chairmen, program coordinators and director of library services). The president uses the division plans, along

Systematic, Continuous, and Comprehensive Planning - Implementation - Evaluation for Institutional Effectiveness

University of Kentucky Plan
- Community College System
- Medical Center
- Lexington Campus

⇑

Community College System Plan
- Mission
- 14 College Plans
- Goals
- Community/State Priorities
- Needs Assessment
- Evaluations

⇑

College Plan
- Mission
- Needs Assessment
- Division Plans
- Goals
- Business/Industry Liaison
- Faculty/Staff
- Evaluation Results
- Advisory Boards

⇑

Division Plan
- Faculty
- Advisory Committees
- Students
- Needs Assessments
- Goals
- Evaluation Results

Offerings & Services
- Transfer Program Offerings
- Technical Program Offerings
- Continuing Ed. Offerings
- Community Services
- Training/Retraining Programs
- Student Services
- Job Placement
- Administrative Operations

Evaluation Activities
- Assessment of Transfer Program
  - Success of Transfer Student
  - Transfer Curricula
- Assessment of Technical Programs
  - Program Review
  - Program Advisory Committees
- Student Questionnaires
  - Exit
  - Graduate Follow-Up
  - Previously-Enrolled Student Questionnaire
  - Entering Student Surveys
- Employer Questionnaire
- Faculty Evaluation
  - Annual Performance Review
- Staff Evaluation
  - Annual Evaluation
- College Evaluation (Internal)
  - Annual Review
  - Periodic Review -
    - Fifth Year Unit Review
    - Program Reviews
- Externally Funded Programs
- Accreditation Agencies
- [illegible]
- Regulations

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with input from individuals previously listed, needs assessments, evaluation results, purpose statement and college goals to develop the college plan. The college advisory board members and various program advisory committees representing the external constituency of the college also have an opportunity to participate in the process. The primary focus in this input process is to minimize the paperwork and to maximize the thought and creative processes of the college's constituents. The result is the college plan which indicates the direction of the college over the upcoming five-year period.

Although the five-year planning cycle is a formal one initiated by the University of Kentucky and the Community College System, planning and evaluating past and future activities is a continuous process which is not restricted or hindered by time constraints or time cycles. As needs and priorities change and as evaluations reveal strengths and weaknesses, activities which the college pursues or plans to pursue also change.

The major planning components of the five-year plan include:

1. Enrollment Projections
2. Graduate Projections
3. Continuing Education/Community Service
4. Academic Programs
   a. Deletions
   b. Improvements
   c. Expansions
   d. New Curricula
5. Support Programs
   a. Library
   b. Student Services
   c. Administration
   d. Physical Plant/Operations
   e. Faculty Development
   f. Counseling/Advising
6. Personnel Projections
7. Equipment Requests
8. Land-Use Plans
9. New Construction Requests
10. Computing needs

In addition to the budgetary requests that accompany the college plan, each major component is evaluated in terms of the adequacy of its faculty,

support staff, current expense funds, equipment, library resources, computing support, and space. Input for all of the above comes from the faculty, staff and external groups who are involved in the programs.

Each community college president submits a college five-year plan to the Chancellor for the Community College System. The college plans are thoroughly reviewed; and based on the goals, objectives, and priorities of the individual colleges and the Community College System, state-wide plans are formulated. The result is the five-year plan for the Community College System which is submitted to the President of the University of Kentucky. The process is repeated on a university-wide basis for the three sectors of the University of Kentucky (Medical Center, Lexington Campus and Community College System). The University of Kentucky five-year plan is submitted to the University Board of Trustees. After review and approval by the University of Kentucky Board of Trustees, the entire University of Kentucky five-year plan is submitted to the Council on Higher Education and the Governor. The Council on Higher Education makes recommendations to the Governor and legislature on biennial budget requests for all public higher education institutions. It should be noted that the Community College System budget is a separately identifiable portion of both the University of Kentucky and the Council on Higher Education budgets.

In summary, the five-year planning process is the primary tool used by the colleges, the System, and the University of Kentucky to establish priorities and directions for the future.

Biennial Budget/Plan Process

A major component of the five-year plan as described previously is the biennial budget which represents the most immediate needs and thus becomes the

basis for short-range planning (i.e., two years). The biennial budget process coincides with the constitutionally mandated meetings (even-numbered years) of the Kentucky General Assembly which meets for a maximum of sixty days every two years (excluding special sessions called by the Governor). Because the biennial budget plan is a part of the five-year plan, all of the elements and components--planning and evaluating--described in the previous section are included.

After the General Assembly votes on appropriations for the various segments of higher education and the Governor signs the appropriate documents, the funds flow back through the Council on Higher Education, the University of Kentucky and the Community College System.

Individual college budgets (excluding mandated appropriations) are then negotiated between the community college president and the Chancellor for the Community College System based on available dollars, targeted programs and state-wide priorities.

Annual Budget/Plan Process

Utilizing the priorities established in both the five-year plan and the biennial budget and input from the various constituents, the college president submits his annual prioritized budget requests to the Chancellor for his consideration. Each request is accompanied by adequate documentation, projections of costs, desired outcomes, etc.

After specific budgets have been finalized for implementation in the new fiscal year, the community college president submits to the Chancellor for the Community College System a list of annual objectives for the college based on

input from the various sectors of the college. Thus, each program, division, and sector has participated in the planning, budgeting, goal-setting, and evaluation process for the college.

In January of each year, the college president is required to submit a status report on the college goals, based on input from the various sectors of the college, to the Chancellor. The process is repeated at the end of the academic year in June when formal annual reports are submitted along with plans for the following year to the Chancellor of the Community College System.

Assessment

Through the assessment of institutional effectiveness, institutions systematically compare institutional performance with institutional purpose and use the results in planning for the improvement of the educational programs and services provided for students. The primary purpose of a systematic assessment process is the continual improvement of teaching and learning. It is important to determine (1) what students learn in college, (2) if the college experience will contribute to students/graduates functioning in a complex world, and (3) if college experiences contribute to the students' progress toward accomplishing their goals.

College-wide assessment is a difficult task and requires careful analysis and professional judgment. It is more than counting numbers of applicants, enrollees, graduates and programs. "While these statistics are certainly important, they do not adequately describe the diversity of student goals or the variety of desirable outcomes produced through the community college experience" (Building Communities, 46).

Understanding and improving the educational process is the important focus. Assessment of this process should occur at all levels within an institution. Assessment begins with entry level measurement of basic skills for all students admitted to degree programs and continues in the classroom in order to determine student achievement and faculty effectiveness in individual courses. Assessment is extended into college-wide and system-wide evaluation in order to measure general institutional effectiveness and determine the impact of the individual educational programs and the educational process overall.

The broad range of assessment activities within the Community College System are in place in order to evaluate the outcomes in relation to the objectives consistent with the mission. Examples of questions that must be answered are:

1. How effective is the general two-year academic curriculum with credits transferable to two-year and four-year colleges and universities?

2. How effective are the two-year technical and semiprofessional programs?

3. How effective are the courses in general education, including adult education, not necessarily intended for transfer?

In order to answer these and similar questions, a large amount of data is collected on programs, students, personnel and the institutions as a whole.

Assessment of Transfer Program

In order to assess the quality of the community colleges' pre-baccalaureate or transfer programs, the academic success of individual students after they leave the System must be determined. Periodically, the Community College System studies the success of transfer students to the University of Kentucky from a community college. The findings usually show

that community college transfer students' grades dropped on the average approximately half a letter grade the first semester after transfer. This overall difference is consistent with other studies in other states which term this drop "transfer shock." Normally, these transfer students recover and perform much like "native" students by the time they receive their baccalaureate degrees. It should be noted that most of these studies looked only at students transferring to the University of Kentucky and did not include the other public or private four-year institutions. Furthermore, students included in these studies have not necessarily been graduates of any community college but may have taken as few as one or two courses at a community college before transferring to the University of Kentucky.

In order to determine the effect of a community college's course offerings and quality of instruction, additional criteria must be developed for assessing transfer students. The number and type of courses taken at a given community college probably should be categorized in order not to compare the student who has taken a full two-year curriculum with those who have taken considerably less.

At present, the Community College System is exploring the possibility of receiving grade information each year from each of the public four-year universities and possibly some private institutions. (The Table on Page 329 indicates the number of students transferring from each of the 14 community colleges to the public universities in Kentucky during Fall, 1987. Data for Fall, 1988, are not yet available.) For the purposes of institutional research, the universities could submit average grade reports by discipline to the community colleges on their transferring students along with average grades for "native" students. This information could be categorized by "type"

of transferring student (associate degree graduate, students with less than two years of course work or less than one year of course work, etc.) at the individual colleges and used to provide feedback to faculty, program coordinators and advisors.

Another way of determining quality of the pre-baccalaureate or transfer programs is to evaluate the curricula for the Associate in Arts and Associate in Science degrees. The Community College System is currently evaluating (1) the availability and range of courses offered at each college in order for students to fulfill the Associate in Arts and Associate in Science degree requirements, and (2) the qualifications of the faculty who teach the courses in these two degree programs. Other data to be considered include the retention rate of students and the graduation rate of pre-baccalaureate students.

Assessment of Technical Programs

One method of assessing technical programs is the "program review process." Each career program which leads to an Associate in Applied Science degree is formally evaluated at least once every five years according to a time schedule established by the Community College System and the Council on Higher Education. Also, programs which have fewer than 25 students enrolled and/or fewer than 10 graduates each year are evaluated annually. Additionally, presidents may require program faculty to conduct annual program reviews. The program faculty and program advisory committee are involved in the program review process. The results are examined by the division chairman, dean of academic affairs, and the president and then discussed with representatives of the Community College System.

The areas identified and evaluated through the program review process are listed below:

1. Program strengths (e.g., demand for graduates, community support, student demand, certification/registry exam results).

2. Program weaknesses (e.g., low enrollment, few graduates, lack of equipment, poor facilities, few jobs for graduates).

3. Program objectives as published in previous reviews and progress toward accomplishing each objective.

4. Program objectives for the next five years.

5. Current, relevant manpower data in the college service area, and if appropriate, state-wide (e.g., entry-level openings for graduates of the program for a three-year period).

6. The success of the program in meeting the expressed goals of students as indicated by Exit Interviews.

7. Enrollments in courses specific to the technical program.

8. Composition of program enrollment (e.g., number of applicants, number of continuing students--attrition and retention, number of majors, number of graduates).

9. Number and percent of graduates employed in positions related to the program major or continuing in a baccalaureate degree program.

10. The beginning salary for graduates employed full-time.

11. Graduate career progress.

12. Results of certifying, licensing or registry examinations.

13. Faculty qualifications.

14. Program resources.

Past program reviews have indicated that technical program graduates are employed in positions related to their educational major and employers are satisfied with their entry-level competencies. In general, Allied Health and Nursing graduates have performed well on certifying, licensing or registry examinations. A small percentage of technical graduates transfer to baccalaureate programs in their majors.

The information provided through the program review process is used in decision making relative to program planning and development and resource allocation. For example, since 1982, 25 technical programs have been "deactivated" as a result of the program review and 19 new ones initiated in response to community needs. Of the 19 new programs, 7 are located at the newest college, Owensboro Community College. During this same time period, "options" have been added and deactivated for existing programs throughout the System (e.g., Management Information Systems added to Business Technology--an associate degree program in management).

In addition to the formal program review process, some of the community college presidents request that the program advisory committees conduct reviews of the technical programs. Through these reviews, the program advisory committee members (individuals from the professions, business and industry) evaluate the technical program offerings and competencies in relation to the requirements of the profession, business or industry. Additionally, they provide information on the strengths and weaknesses of the program, changes needed and future projections. A summary document is prepared and submitted to the president of the college who shares the information with the program faculty.

Program advisory committee members also assist with program review and evaluation in a more informal way through semiannual meetings with program faculty.

Assessment Techniques Common to Both Transfer and Technical Programs

Each community college conducts a series of surveys regularly as a part of an on-going outcomes assessment process (see Page 330 for current schedule). The instruments used include the Exit Questionnaire, Graduate

Follow-up, Employer Questionnaire, and the Previously-Enrolled Student Questionnaire (see Pages 336-349 in the Appendix for copies of forms used).

"Exit Questionnaires" are given to students when they apply for graduation. The purpose of the "Exit Questionnaire" is to learn about the perceptions of the student pertaining to satisfaction with faculty, courses and programs, satisfaction with student services and support and help received in reaching academic and personal goals. Furthermore, it asks the students about their future academic and career plans. Over the years, through the "Exit Questionnaires," graduates have indicated satisfaction with the quality of instruction and programs and rated favorably the student support services. Areas in which the students indicated a need for improvement included social and cultural activities and job placement services.

The "Graduate Follow-up" is designed to gather information on graduates who are working full-time and/or those who have transferred to another college. It is sent to graduates several months after graduation. Beginning in the academic year 1980-1981, a yearly follow-up questionnaire has been sent to all graduates--including pre-baccalaureate and technical area students.

For the graduate who is working full-time, the questionnaire assesses length of time to find employment, how the job was found and its relation to the graduate's major and annual salary. Furthermore, the graduate is asked to rate the level of preparation provided by the community college in relation to the job requirements. The graduate is also asked if the employer may be contacted for an evaluation of the work performance of the graduate and the preparation provided by the college.

For the graduate who has transferred to another institution of higher education, the questionnaire asks for academic major, degree goals in attending the new institution, number of credit hours taken the first

semester, ratings of academic preparation provided by the community college in specific areas, and problems, if any, in transferring to the new institution (credits, records, financial needs, personal adjustment, etc.).

All graduates are asked to list the community college's strengths and weaknesses as they relate to job and/or academic preparation. They are also asked to suggest improvements that could be made at the college.

Faculty involved in both the pre-baccalaureate and technical areas use the feedback from graduate questionnaires to assess courses and programs. These questionnaires are mailed to graduates after they have left the colleges and are answered voluntarily and response rates have been historically about 50 percent. This can be a problem particularly in a program area in which a relatively small number of students graduate each year. Of the 50 percent responding in recent years, the vast majority of the graduates rated their academic preparation as good or excellent. The typical graduate entering the job market was able to obtain work within a month of graduation. Of those students who transferred to four-year institutions, the most common problems cited were maintaining grade point standing and adjusting to a large institution. The third most cited problem area was financial difficulty.

For those students who are working full-time after graduating from the community colleges, "Employer Questionnaires" are used (if the graduate supplies the name and address of the employer when answering the "Graduate Follow-Up").

"Employer Questionnaires" were previously (from 1982-1984) composed of general questions concerning the graduate's level of preparation and work performance. These were mailed to all the employers whose names and addresses were supplied by the graduates on the "Graduate Follow-Up." Currently, the System is developing "Employer Questionnaires" that are specific to technical

program areas such as associate degree nursing (see Pages 344-347 in the Appendix), dental hygiene, and the physical therapy assistant and medical laboratory technician programs. The idea behind tailoring the employer surveys to the specific area is to provide program coordinators with detailed information about graduates' work performance and level of preparation. This enables faculty to identify areas of strengths and weaknesses and make appropriate changes. The employers who have responded to surveys generally are well satisfied with the community college graduates. A large number of employers perceive the community college education as important in their hiring decisions and decisions regarding future promotions. Employers also rate as good or very good education/technical skills and work habits of the graduates.

Other types of surveys and studies of Kentucky community college students include assessments of individuals who have enrolled in the colleges but did not graduate. The purpose of the "Previously Enrolled" survey is to ascertain the reasons for leaving the particular community college (e.g., transferred out, personal problems, academic problems). Past "Previously Enrolled" survey results indicated that the most commonly cited reasons for leaving the community college prior to graduation were personal in nature.

Furthermore, some of the colleges use "Entering Student Surveys" (see Pages 350-351 in the Appendix) to assess initial academic goals, need for financial aid, reasons for choosing college, etc. In the Fall, 1984, all incoming first-time community college students were surveyed. The survey results indicated that 35 percent of the students planned to earn a two-year degree and 50 percent planned to work toward a bachelors degree. Sixty-three percent had no previous higher educational experience. Forty-four percent of the students were the first in their families to attend college. Location was

cited more often than any other factor in students' choice of college, and the opportunity to work while attending the community college was the second most often cited reason for choosing the community college. Sixty-three percent of the students over 25 years of age did not perceive they had a higher education alternative had the community college campus not been accessible. Thirty-seven percent of the total group said they would not have attended an institution of higher education if a community college had not been available. Nearly half of the students perceived they needed special help in their mathematical skills, public speaking skills and study skills as they continued their educations at the community college.

Since 1984, some of the individual colleges have been surveying their entering students. For example, the newest college, Owensboro Community College, has surveyed their entering students every semester. Results of the Spring and Fall, 1988, surveys indicated that about 30 percent of the students would not have gone to college at all if the community college were not located in the area. Sixty-eight percent of the students said the reason for attending the community college was to be able to work while attending.

The future plans for monitoring community college students include the development of an "integrated student data file" for each student. Various types of data, beginning with the student's initial entry into higher education, would be combined into one file. A complete student data file would include high school preparation, stated needs and goals, basic background and demographics, academic transcript at the community college, existing questionnaire responses, graduate and employer follow-up assessments and academic success in transferring to four-year institutions (if relevant). An integrated student data base such as this would facilitate the study and assessment of institutional effectiveness as well as provide pertinent and

timely feedback to faculty and administrators for program planning and improvement.

Assessment of Continuing Education/Community Service Activities

A formal internal review/evaluation process is used for the assessment the continuing education component at each of the colleges. Each component is evaluated periodically. The business/industry liaison and continuing education coordinator are involved in the evaluation process. The results are examined by the dean of academic affairs and the president and discussed with representatives of the Community College System.

The continuing education program areas identified and evaluated through the program review process are listed below.

1. Program strengths.
2. Program weaknesses.
3. Suggestions for improving the program.
4. Enrollment trends over a three-year period (e.g., headcount, education units awarded and class size).
5. Academic division program offerings and target groups (e.g., engineers, accountants and nurses).
6. Documentation of student satisfaction with offerings. (Evaluation instruments are distributed to all participants in continuing education course offerings.)
7. Documentation of involvement of target groups in planning course offerings.
8. Documentation of community needs surveys conducted, along with results.
9. Current academic division continuing education plans.
10. Program objectives for the next three years.
11. Revenues generated and amounts expended for a three-year period.
12. Evaluation of all program resources (e.g., faculty, clerical, teaching materials, equipment, facilities, etc.).

13. Evaluation of records management system used.

The information provided through the evaluation process is used by the colleges in planning and implementing future course offerings as well as to make administrative improvements.

In addition to the periodic review, the continuing education/community service component of each college prepares semi-annual reports which include a list of activities, number of individual continuing education units awarded, institutional continuing education units recorded, income generated and amounts expended.

Evaluation of the continuing education and community service offerings at the individual colleges, as well as the increased participation and increased requests for offerings, indicate that the continuing education programs at the colleges are providing an effective and valuable service to the communities.

Annual Performance Reviews

As stated in the University of Kentucky Administrative Regulations, the performance of non-tenured faculty is reviewed annually and the performance of tenured faculty is reviewed annually or, at the discretion of the president of the college, during the first year of each biennium with the rating applying for the biennium. The primary purpose of the performance review is individual and institutional self-improvement. The review includes a quantitative assessment and a qualitative judgment of the faculty member's activities in teaching and advising, continuing education and community service as related to the program of the college, and professional activities and educational leadership.

A typical performance review process for a full-time faculty member can be described in the following manner. Each member of the faculty compiles a report of activities related to the areas of responsibility and writes a

self-evaluation. Student evaluations of instruction and advising are collected on each faculty member. Additionally, assessments of the faculty member's performance are provided by colleagues, the program coordinator where appropriate, division chairman, academic dean and president. The faculty member's total assessment results in the assignment of a performance rating by the president of the college. The faculty member receives the assessment results and the performance rating through discussion with the respective division chairman and the assessment becomes a part of the faculty member's professional development planning for the coming academic year. An appeals process is in place for faculty who disagree with the assigned performance rating.

In addition to being a part of the professional improvement planning, the performance assessment of faculty is a major factor in determining annual salary increases and opportunities for promotion, all of which are based on merit. The five performance rating categories used are Meritorious, Outstanding, Good, Satisfactory and Marginal (see Page 331 for "Rating Form").

A "Merit Pay Study" for the years 1975-1989 was conducted by the President at Jefferson Community College for the purpose of determining the impact of the University of Kentucky's Merit Pay System at Jefferson Community College. The study provides evidence that the merit system does reward faculty who perform at high levels of expectations. A copy of the study is provided in the appendix of this section, beginning on Page 352.

A valuable faculty development program offered by the Community College System is the "Teaching Improvement Process" (TIP). The program is not a part of the formal faculty performance review process, but provides a consulting service to faculty who voluntarily want to analyze their teaching and implement changes. Faculty members, who are recognized by their colleagues as

outstanding teachers and who have attended a teaching consultants' workshop, serve as consultants. Teaching consultants work with two or three instructors each semester and are released from one three-hour class to do so. Since TIP was implemented in 1977, over 400 Community College System faculty have participated in the program, and participants have consistently given the program excellent ratings. A research project, initiated in the 1988 Fall semester, is studying the effect the program has in changing student-perceived teaching behavior. The results of this project will be available in early 1990.

Student evaluations of instruction are a part of the evaluation process for part-time faculty each semester. The division chairman and dean of academic affairs review the results of part-time faculty evaluations prior to re-employing them the following semester.

In addition to the faculty performance review process, all staff--professional and administrative, technical, office and clerical, and service and maintenance--are evaluated annually for the purpose of individual and institutional improvement. The evaluation results are reviewed and discussed with the individuals by their respective supervisors in terms of the mission and objectives of the college. Plans for improvement are made appropriately.

Annual Review/Report

As stated in the University of Kentucky Governing Regulations and the Administrative Regulations, each educational unit in the University (including individual community colleges) is reviewed annually and evaluated periodically. The primary purpose of the reviews and evaluations is the improvement of the colleges, programs and performances of individuals. The annual review does not reach the degree of formality nor the depth of analysis

and study envisioned for the periodic evaluation. The annual review includes a critique of achievements and areas requiring attention during the past year, an assessment of the current status of the unit and the identification of needs for the future. It is an opportunity for communicating the president's assessment of the quality of the college and individual performances, for identifying new goals, recommending priorities and making suggestions for improvement.

Each designated unit (i.e., learning center, library) and division of a community college sets annual goals which become a part of the broader college goals. These goals are evaluated for progress at mid-year and again at the end of the academic year as a part of the annual report submitted from each unit/division to the president of the college.

The results are used by the unit coordinators and division chairmen within the college to identify equipment, personnel and space needs, which become an integral part of the annual budget and space allocation requests forwarded by the president to the Community College System.

Results also provide a basis for planning strategies of improvement, expansion, or elimination as necessary. These strategies are developed through consultation and discussion among unit coordinators and division chairmen and then become the means whereby new goals are established and continuing goals are revised for the coming academic year.

Results from the annual unit review are also used to adjust personnel assignments, to realign course offerings and to revise course content and textbook selection.

Periodic Evaluation--Fifth Year Educational Unit Review

As specified in the University of Kentucky Governing Regulations and the Administrative Regulations, the periodic evaluation is a more formal and

structured review/evaluation of each of the community colleges and is scheduled at least once in each five-year period (referred to as fifth year unit review). The periodic evaluation usually occurs during a year of a ten-year institutional self-study related to accreditation or during the fifth year after such a study. A review of the work of any of the community colleges at other than the regular period may be initiated by the president of the college, by the Chancellor of the Community College System, or by the President of the University of Kentucky. Additionally, such a review is initiated ordinarily if requested by a majority of the members of the community college.

The primary purpose of the periodic evaluation is the improvement of the college, its programs and the performances of the individuals involved. The ultimate concern is the degree of progress the college is making toward its goals.

Each college makes formal preparations that will assist in the periodic evaluation process. The preparations include a Program Summary Report for each degree program which summarizes the nature, scope, content and findings of the college's past reviews of the degree programs and presents the programs' performance objectives for the next five-year period. The Chancellor for the Community College System appoints an ad hoc Review and Evaluation Committee which is charged with reviewing and evaluating the performance of the college and its leadership. The ad hoc Review and Evaluation Committee reviews college documents and the Self-Study Report prepared by the college and then visits the college for two or three days. The visiting committees are formed from faculty and staff members from colleges within the System and students and may include alumni and members of the practicing professions where appropriate and community college faculty and

administrators from outside the state. The procedures listed below must be incorporated in the operation of all visiting committees.

1. Study of any accreditation, self-study, or other evaluative reports that are timely.

2. In-depth interviews with the chief administrative officer and with members of that officer's administrative staff.

3. Provision for both faculty and student inputs on the operation and progress of the unit (AR II-1.0-6).

In its review and evaluation of the performance of the college and its leadership, the visiting committee includes the following questions.

1. What are the identifiable goals of the unit and to what extent are these goals consistent with the purpose of the University?

2. What are the plans which have been formulated in the unit for attaining these goals?

3. For each degree program included in the unit's review, what are the performance objectives for the program for the next five years?

4. How adequate are the resources available for the attainment of the unit's goals and program performance objectives?

5. If resources are not completely adequate to the attainment of all goals and program performance objectives, how are priorities for the allocation of resources determined?

6. How effective is the management of the unit in maximizing program effectiveness in terms of resources available?

7. Are the operating procedures of the unit compatible with the Governing Regulations, rules of the appropriate academic senate, rules of the unit and any other applicable regulations?

8. What evidence is there of improvement of quality of faculty, staff and programs during the period being reviewed? What is the state of faculty morale? Is there equity in the assignment of individual work-loads? Does the faculty have adequate opportunity for participation in the development of academic policy and academic programs and in other appropriate activities within the unit? Is

there equitable distribution of appropriate activities within the unit? Is there equitable distribution of unit resources among the faculty members?

9. To what degree has the unit been involved in experimental and/or innovative programs appropriate to the unit, and are there evidences of internal evaluations of change and of the on-going programs of the unit?

10. What progress has been made in achieving the program objectives stated in previous reviews? (AR II-1.0-6).

The visiting committee conducting the periodic review and evaluation makes a written report (with a summary) to the Chancellor of the Community College System. The Chancellor shares the report with the president of the college and forwards an executive summary of the report to the President. The report contains an evaluation of the current level of performance of the college and its leadership, and a judgment, supported by as much factual information as possible, of the progress of the college during the period being reviewed. Additionally, copies of the final version of the Program Summary Reports as prepared by the colleges, along with conclusions and recommendations, are submitted by the University Administration to the Council on Higher Education. Recommendations may include continuation, expansion or deactivation of a technical program.

Assessment of Externally Funded Programs

Programs funded through outside sources prepare annual evaluative and analytical reports for the respective funding agencies. The reports are utilized by the colleges' grants administrators, in consultation with advisory committees and college administrators, to determine levels of success, additional needs and special problems to be addressed in developing plans for the coming funding year. Any additional equipment and personnel needs are requested in the new grant budget and any new plans are explained as they relate to the results.

Periodically, a representative of the external funding agency may visit the college for a site visit or audit to monitor the progress being made toward the stated objectives, the internal accounting procedures being used, etc.

Evaluation by External Accreditation Agencies

Allied Health Program Accreditation/Approval. "Program Accreditation" is a process by which a voluntary, non-governmental agency or organization (e.g., American Physical Therapy Association, Commission on Accreditation in Education) appraises and grants accredited status to programs which meet predetermined structure, process and outcome criteria. The purposes are to evaluate the performance of an educational program and to provide to consumers information upon which to base decisions about the use of the institutions, programs, services and/or graduates. Periodic assessment is an integral part of the accreditation process in order to ensure continual acceptable performance. Accreditation is conducted by agencies which have been recognized or approved by an organized peer group of agencies as having integrity and consistency in their practices.

The Council on Postsecondary Accreditation (COPA), a national, non-profit organization, has as its major purpose the support, coordination and improvement of all non-governmental accrediting activities. It is this group that interrelates the forces involved with accreditation in an effort to serve the public interest.

In some instances, a program must be granted "accreditation eligible" status (e.g., dental hygiene, American Dental Association, Commission on Dental Accreditation) prior to enrolling students. This accreditation classification provides evidence that the developing education program appears

to have the potential for meeting the standards set forth in the requirements for an accredited educational program.

A list of accredited programs offered by the University of Kentucky Community College System is on Pages 332-333. Generally, each program prepares its "self-study" as prescribed by the accrediting body, submits the report and its accompanying documents, receives a visit from an evaluating committee, and responds to a formal report. These reviews are thorough in analyzing curricula and course content, evaluating equipment and supplies, studying student success rates on the licensing exams and in job placement, and in evaluating the credentials of the teaching faculty and the integrity of the laboratory experiences. Although the standards for accreditation are exacting, these formal reviews ensure that the allied health programs meet the certification standards of the accrediting body and thus encompass qualitative measures of performance.

Results of the studies and recommendations of the visiting teams are utilized locally through strategic planning by program coordinators and program faculty in conjunction with the president and academic dean. Where indicated, program faculty submit equipment, materials and personnel requests to the academic dean. Also where necessary, courses and curricula revisions may be proposed by the program faculty and coordinators.

"Approval", as opposed to accreditation, is a process conducted by an agency of state government (e.g., Kentucky Board of Nursing) to (1) assure the public that approved programs meet board requirements, (2) determine that minimum standards are met by programs, (3) prepare graduates for admission to the licensure examination, (4) facilitate licensure by endorsement, and

(5) encourage development and improvement of educational programs. In the case of nursing, this type of approval must be in place before an institution can admit students to a program.

Regional Accreditation for Colleges and Universities. Accreditation is a means by which institutions of higher education recognize and accept one another--i.e., credits are readily transferable among accredited institutions. It also serves as a self-regulatory mechanism which fosters public confidence, maintains minimum standards and enhances institutional effectiveness.

The Commission on Colleges of the Southern Association of Colleges and Schools is the recognized accrediting body in the eleven U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for postsecondary institutions that award degrees at the associate, bachelor's, master's and doctor's levels. The Commission on Colleges is also recognized by the U.S. Department of Education as an approved accrediting agency and holds membership in the Council on Postsecondary Accreditation (COPA). Each of the states has six members who serve on the Commission on Colleges. The Southern Association of Colleges and Schools is one of several regional associations which in combination form an effective national system for the assurance and improvement of quality in higher education.

The colleges in the Community College System are accredited (individually rather than as a System) by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Owensboro Community College, the newest college which started as a campus of Henderson Community College, shares in the accreditation of Henderson Community College and will continue to do so until it receives separate accreditation. Owensboro Community College will be visited by an "accreditation committee" sometime during the

Fall of 1989 to be reviewed for initial accreditation. Each of the other thirteen colleges will be visited by a "reaffirmation committee" sometime during 1990 or 1991. Reaffirmation requires a self-study and demonstration of compliance with all conditions of eligibility and all applicable criteria for accreditation.

The Middlesboro campus of Southeast Community College recently received approval from the Southern Association of Colleges and Schools to offer all the courses in the Associate in Arts and Associate in Science degree programs. The degrees will be awarded by Southeast Community College which is already accredited.

The Commission on Colleges of the Southern Association of Colleges and Schools provides to institutions seeking candidacy, membership or reaffirmation written conditions of eligibility and Criteria for Accreditation. Any institution seeking candidacy, membership (accreditation) or reaffirmation must document its compliance with each of the Conditions of Eligibility (see Pages 359-360 in the Appendix). Institutions seeking initial accreditation must have been in operation through at least one complete degree program cycle and have graduated at least one class in addition to documenting compliance with the thirteen Conditions of Eligibility and fulfilling requirements listed in the Criteria prior to action being taken on the accreditation candidacy. The Criteria includes the broad areas of Institutional Purpose, Institutional Effectiveness, Educational Program, Educational Support Services and Administrative Processes. The Criteria present "must" statements which represent requirements which institutions must meet in order to comply with the Criteria. On Pages 361-384 in the Appendix, a list of "must" statements from the Criteria for Accreditation is

available. "Should" statements which are considered advisory and are not intended to be prescriptive are also in the Criteria.

Five years after initial accreditation and every ten years thereafter, each college conducts a comprehensive self-study in preparation for a reaffirmation committee visit. The self-study is broadly participatory and involves administrators, staff, faculty, students, college advisory board and program advisory committees, with the college president playing a lead role. The self-study addresses, in an analytical manner, each aspect of the operation of the institution and identifies the strengths and weaknesses. It emphasizes institutional effectiveness, including planning and evaluation. The value of the self-study is the indepth study and analysis conducted by the various college teams as a part of the process, and the end result is a documented current picture of the institution and a plan for the future direction of the college. Recommendations for correcting identified weaknesses are also made by the college teams, and subsequent actions are taken to correct the weaknesses. Suggestions for improving the institution may also be made by the college teams.

Upon the completion of the self-study, the college is visited by a committee of peers from similar institutions which represent the Commission on Colleges. The visiting committee assesses the overall institutional effectiveness of the college and the college's compliance with the Commission's Criteria. The quality of education provided by the institution is the primary consideration in the decision to confer or reaffirm accreditation. Traditionally, accreditation has focused attention upon institutional resources and processes; it was assumed that if an institution has certain resources and uses certain processes, effective education will occur. A comprehensive approach to accreditation is now taken. This takes

into account resources and processes of education as well as the evaluation of the results of education and plans for the improvement of the institution's programs. The three objectives of the visiting committee are (1) to evaluate the institution to determine if it meets the Criteria, (2) to evaluate the adequacy of the self-examination and (3) to serve as helpful collegial consultants to the institution. This is done for the college's own guidance and that of the Commission on Colleges of the Southern Association of Colleges and Schools in reaffirming accreditation. Accreditation is based on conditions existing at the time of reaffirmation and final interpretation of the Criteria rests with the Commission on Colleges.

In its formal report to the Commission on Colleges, the visiting committee writes a recommendation when it is the committee's judgment that an institution does not comply with a "must" statement of the Criteria. An institution must respond in writing to each recommendation included in the committee's report. Because "should" statements are advisory, an institution is not required to address the committee's suggestions in its response to the Commission.

In summary, the self-study and the visiting committee assessment evaluate institutions to (1) ensure that they meet minimum standards of quality and (2) ensure the effective fulfillment of their educational purposes.

Use of Evaluation Results

The results obtained through the various assessment procedures are used in the continuous planning and evaluation process. For example, five-year plans are revised, annual plans are revised, programs are deactivated, new programs are planned and implemented, and faculty and staff development

activities are planned. The colleges also capitalize on identified strengths in planning for the future.

Each community college president prepares an annual report for the Chancellor of the Community College System, outlining significant accomplishments for the year, status of progress toward meeting stated goals and objectives, and plans for the next year. Biennial progress reports are also prepared for eventual consolidation into a report for the legislature on the progress of the University of Kentucky for the two-year period.

Price Waterhouse and MGT of America, Inc. Review of the Community College System

In July, 1981, the Council on Higher Education contracted with Price Waterhouse and MGT of America, Inc., to conduct a management review of the state's public higher education system. Two reports, Phase I, issued in November, 1981, and Phase II, issued in June, 1982, were the culmination of an intensive review of the mission, organization and administration of the University of Kentucky Community College System and all other public institutions of higher education in the state.

The findings, exemplary practices and conclusions of their study relating to the University of Kentucky Community College System were both positive and significant. The report stated that "Much of the progress in improving the educational level of the people of Kentucky can be related to increased accessibility of educational institutions resulting from the creation of the University of Kentucky Community College System. . .(Price Waterhouse and MGT of America, Inc., 1981, p. III-3).

Other findings and examples of exemplary practices cited were:

> The University of Kentucky Community Colleges, within the constraints of limited funding, appear to be the most tightly administered higher education institutions in the state. They have

lower costs per credit hour than any of their selected benchmark community colleges.

> The operating costs of education at a community college are often less than the cost of lower level instruction at the four-year institutions. While these findings are consistent with the experience of other states and therefore not unexpected, it appears that opportunities may exist for cost savings if more students would begin their postsecondary education in a community college (Price Waterhouse and MGT of America, Inc., 1981, p. I-12).

> The University of Kentucky Community College System has established a standardized system for student follow-up to monitor the career success of their graduates. Their procedures appear well developed and are operating smoothly. (Price Waterhouse and MGT of America, Inc., 1981, p. I-10.)

Based on the findings of their study, Price Waterhouse and MGT of America, Inc., made the following recommendations:

> The Commonwealth of Kentucky should conduct further study of the opportunities for increasing the role of community colleges in Kentucky higher education.

> As enrollment patterns continue to shift toward community colleges, Kentucky should allocate a larger portion of overall higher education funding to community colleges.

> We further recommend that the state identify community colleges as one of its top priorities for increased state funding of higher education. Community colleges are less expensive to operate, are readily accessible to a majority of the state's population, and, therefore, would be one of the most cost effective ways of improving the state's college attendance rates. (Price Waterhouse and MGT of America, Inc., 1981, pp. I-12, I-13, I-22.)

Summary

A continuous cycle of planning, implementation, evaluation and revision is in place at each of the colleges in an effort to maximize institutional effectiveness. This systematic self-examination is done in an effort to enhance the quality of decision making within each of the colleges, improve the quality of teaching, public service and overall educational experience of students.

A new component added during the 1988-89 academic year is the study of the Community College System being conducted by the Futures Commission. The recommendations and directions provided by the Commission will impact future planning, implementation and evaluation and thus increase institutional effectiveness in meeting the needs of the Commonwealth and its citizens.

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"
"Toward the Year 2000"

EFFECTIVENESS - For Discussion:

1. How can the community colleges ensure that the educational needs of the communities become a part of the planning process?

2. What are some effective ways for the Community College System to monitor the changing needs of communities in order to determine the impact on the community college programs?

3. What additional means can be utilized to ensure the quality of the college offerings and services?

4. Should mandatory entrance assessment and placement for all degree-seeking students be instituted in all the community colleges?

5. How can the community colleges assess more effectively the technical programs?

6. How can the community colleges assess more effectively the transfer (pre-baccalaureate) program?

7. How can the community colleges assess more effectively the adult and continuing education/community service program?

8. If "program accreditation" is not required in order to offer a technical program, should funds be expended for program accreditation?

9. Should each community college provide a job placement service for graduates?

HEADCOUNT OF FIRST-TIME TRANSFER STUDENTS BY SENDING INSTITUTION
TO PUBLIC UNIVERSITIES IN KENTUCKY

FALL 1987

	EASTERN KENTUCKY UNIVERSITY	KENTUCKY STATE UNIVERSITY	MOREHEAD STATE UNIVERSITY	MURRAY STATE UNIVERSITY	NORTHERN KENTUCKY UNIVERSITY	UNIVERSITY OF KENTUCKY	UNIVERSITY OF LOUISVILLE	WESTERN KENTUCKY UNIVERSITY	TOTAL
SENDING COMMUNITY COLLEGE									
ASHLAND COMMUNITY COLLEGE	24	-	51	-	2	85	3	2	167
ELIZABETHTOWN COMMUNITY COLLEGE	20	-	3	5	1	98	43	57	227
HAZARD COMMUNITY COLLEGE	32	-	15	-	-	27	-	-	74
HENDERSON COMMUNITY COLLEGE	2	-	2	19	-	52	7	18	100
HOPKINSVILLE COMMUNITY COLLEGE	1	-	-	22	-	30	5	27	85
JEFFERSON COMMUNITY COLLEGE	28	8	3	3	3	71	314	11	441
LEXINGTON COMMUNITY COLLEGE	29	-	1	2	7	225	4	5	273
MADISONVILLE COMMUNITY COLLEGE	-	-	-	25	-	15	2	35	77
MAYSVILLE COMMUNITY COLLEGE	6	1	27	2	10	23	-	-	69
OWENSBORO COMMUNITY COLLEGE	-	-	-	-	-	-	-	21	21
PADUCAH COMMUNITY COLLEGE	2	-	-	124	1	42	2	16	187
PRESTONSBURG COMMUNITY COLLEGE	37	-	53	-	-	60	1	-	151
SOMERSET COMMUNITY COLLEGE	82	1	-	-	-	36	5	7	131
SOUTHEAST COMMUNITY COLLEGE	23	1	1	-	1	30	2	1	59
TOTAL COMMUNITY COLLEGES	286	11	156	202	25	794	388	200	2,062

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COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

REGULARLY SCHEDULED STUDENT SURVEYS
1989-1990

Surveys	Next Survey Administration
Entering Student Survey (administered during registration or orientation each semester for all first-time freshmen)	January 1989 June 1989 August 1989
Exit Survey (administered during an academic year for all graduates -- August, December, and May graduates)	May 1989 August 1989 December 1989
Graduate Follow-Up Survey (administered in the fall semester after the academic year)	October 1989 (for 1988-1989 graduates)
Employer Follow-Up Evaluation of Individual Graduates (administered within 3 months of graduate follow-up survey for all graduates who supply names of employers)	April 1989 (for 1987-1988 graduates)
Previously Enrolled Student Survey (administered periodically to determine why students who enrolled did not graduate)	Fall 1989
Employer Evaluations and Projections for Graduates in General (administered periodically to determine general program improvement, future need for graduates)	Spring 1990

COMMUNITY COLLEGE SYSTEM
PERFORMANCE REVIEW RATING

_____
Name of Faculty Member

For _____ your official college descriptive performance rating *is* indicated below:
Year

☐ The faculty member has demonstrated an overall outstanding performance in the area(s) of activity specified in the individual's distribution of effort agreement(s) and, in addition, has made a meritorious contribution to the college during the review period.

☐ The faculty member has demonstrated an overall outstanding performance in the area(s) of activity specified in the individual's distribution of effort agreement(s).

☐ The faculty member has demonstrated an overall good or effective performance in the area(s) of activity specified in the individual's distribution of effort agreement(s).

☐ The faculty member has demonstrated an overall satisfactory or adequate performance in the area(s) of activity specified in the individual's distribution of effort agreement(s).

☐ The faculty member has demonstrated an overall marginal or less than satisfactory performance in the area(s) of activity specified in the individual's distribution of effort agreement(s).

I acknowledge receipt of the above rating.

_____ Faculty Member	_____ Date
_____ Division Chairman	_____ Date
_____ Director	_____ Date

Distribution: Original to Appointee; Yellow copy for Chancellor; Pink copy for Director; Goldenrod copy for Division Chairman.

Rev. 12/85

UNIVERSITY OF KENTUCKY
COMMUNITY COLLEGE SYSTEM

INVENTORY OF ACCREDITED PROGRAMS

PROGRAM NAME	ACCREDITING AGENT
Dental Hygiene	
Lexington Community College	American Dental Association
Maysville Community College	American Dental Association
Southeast Community College	American Dental Association
Dental Laboratory Technician	
Lexington Community College	American Dental Association
Medical Laboratory Technician	
Henderson Community College	Committee on Allied Health Education and Accreditation
Jefferson Community College	Committee on Allied Health Education and Accreditation
Somerset Community College	Committee on Allied Health Education and Accreditation
Nuclear Medicine Technician	
Lexington Community College	Committee on Allied Health Education and Accreditation
Physical Therapist Assistant	
Jefferson Community College	American Physical Therapy Association
Somerset Community College	American Physical Therapy Association
Paducah Community College*	American Physical Therapy Association
Radiologic Technology	
Lexington Community College	Committee on Allied Health Education and Accreditation
Madisonville Community College (accredited through Madisonville State Vocational-Technical School)	Committee on Allied Health Education and Accreditation

*Initial visit scheduled for April, 1989.

Respiratory Care

Jefferson Community College	Committee on Allied Health Education Accreditation
Lexington Community College	Committee on Allied Health Education Accreditation
Madisonville Community College	Committee on Allied Health Education Accreditation

Associate Degree Nursing

Elizabethtown Community College	National League for Nursing
Henderson Community College	National League for Nursing
Jefferson Community College	National League for Nursing
Lexington Community College	National League for Nursing
Paducah Community College	National League for Nursing

2/89

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3-89

A P P E N D I X

University of Kentucky
Community College System
EXIT QUESTIONNAIRE

Your answers to the following questions will help us evaluate our programs and services. This form should take you less than ten minutes to complete. Your responses are confidential.

Community College: _____
(please print full name)

Social Security Number (Student ID):

___ ___ ___ - ___ ___ - ___ ___ ___ ___

Name: (Please Print)

_____ _____
Last First Middle Initial

Permanent Mailing Address:

_____
Street

_____
State Zip Code

_____
Area Code Telephone Number

Name and Address of person who will always know where you are:

_____
Name

_____
Street

_____
City State Zip Code

Date of Graduation:
☐ Aug ☐ Dec ☐ May 19_____

Major or Program Area: _____

1. **Did you transfer credits from a four-year college or university toward your community college degree?**
   a. ☐ Yes
   b. ☐ No

   Were you primarily a full-time or part-time student?
   a. ☐ Primarily full-time (12 hours or more each semester)
   b. ☐ Primarily part-time (less than 12 hours each semester)

3. **How much help did your experience at this institution give you in reaching each of the goals listed below? (Please check one box for each item)**

	Yes, Helpful 1	No, Not Helpful 2	Not a Goal 3
a. To discover my vocational interest	☐	☐	☐
b. To prepare for a new career	☐	☐	☐
c. To improve present job skills	☐	☐	☐
d. To increase my salary and/or possibility for promotion in my present job	☐	☐	☐
e. To complete courses for transfer to a four-year college	☐	☐	☐
f. To enrich my life	☐	☐	☐
g. To improve interpersonal and leadership skills	☐	☐	☐
h. To participate in campus activities	☐	☐	☐
i. To participate in cultural and and social events	☐	☐	☐
j. To improve self-confidence	☐	☐	☐
k. To meet people	☐	☐	☐
l. Other (please specify)	☐	☐	☐

_____

_____

4. **How would you rate each of the following areas?**

	Excellent 1	Good 2	Average 3	Fair 4	Poor 5
a. Overall impression of college	☐	☐	☐	☐	☐
b. Overall quality of instruction	☐	☐	☐	☐	☐
c. Accessibility of instructors	☐	☐	☐	☐	☐
d. Individual attention from instructors	☐	☐	☐	☐	☐
e. Courses in my major	☐	☐	☐	☐	☐
f. Preparation for employment	☐	☐	☐	☐	☐
g. Preparation for another college	☐	☐	☐	☐	☐
h. Availability of needed courses	☐	☐	☐	☐	☐
i. Convenience of course times	☐	☐	☐	☐	☐
j. Overall effectiveness in meeting community educational needs	☐	☐	☐	☐	☐
k. Buildings/facilities	☐	☐	☐	☐	☐
l. Other (please specify)	☐	☐	☐	☐	☐

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5. **How satisfied were you with each of the services listed below? (Please check one box for *each* item)**

	Very Satisfied 1	Satisfied 2	Dissatisfied 3	Very Dissatisfied 4	Don't Know or Not Applicable 5
ADMISSIONS AND STUDENT RECORDS:					
a. Admissions Office	☐	☐	☐	☐	☐
b. Student Records and Transcripts	☐	☐	☐	☐	☐
c. Registration	☐	☐	☐	☐	☐
d. Orientation	☐	☐	☐	☐	☐
GUIDANCE AND COUNSELING:					
a. Veterans Office	☐	☐	☐	☐	☐
b. Testing Services	☐	☐	☐	☐	☐
c. Financial Aid	☐	☐	☐	☐	☐
d. Personal Guidance and Counseling	☐	☐	☐	☐	☐
e. Career Development/ Counseling	☐	☐	☐	☐	☐
f. Academic Advising by Counselors	☐	☐	☐	☐	☐
g. Academic Advising by Faculty	☐	☐	☐	☐	☐
ACADEMIC SUPPORT:					
a. Library	☐	☐	☐	☐	☐
b. Reading, Writing, Math Skills Improvement	☐	☐	☐	☐	☐
c. Study Skills	☐	☐	☐	☐	☐
d. Fee Collection	☐	☐	☐	☐	☐
e. Bookstore	☐	☐	☐	☐	☐
f. Developmental Courses	☐	☐	☐	☐	☐
EMPLOYMENT SERVICES:					
a. Part-time Employment While Student	☐	☐	☐	☐	☐
b. Summer Job Placement	☐	☐	☐	☐	☐
c. Job Placement after College	☐	☐	☐	☐	☐
EXTRACURRICULAR ACTIVITIES:					
a. Cultural Programs	☐	☐	☐	☐	☐
b. Recreational & Athletic Programs	☐	☐	☐	☐	☐
c. Student Activities	☐	☐	☐	☐	☐
d. Campus Organizations	☐	☐	☐	☐	☐

6. **During most of the semesters you attended this institution, did you work other than in cooperative education? (check only one)**
   - a. ☐ Yes, in a full-time job
   - b. ☐ Yes, in a part-time job
   - c. ☐ No, I worked only in cooperative education
   - d. ☐ No, I did not work most semesters

7. **My plans once I complete my degree are: (check only one)**
   - a. ☐ To continue working in the job I had before completing my degree
   - b. ☐ To work at a new job
   - c. ☐ To look for a job
   - d. ☐ To transfer to another educational institution
   - e. ☐ To not work or attend school within the next six months
   - f. ☐ Other, please specify: _____

8. **If you are planning to continue your education, what is your ultimate educational goal? (check only one)**
   - a. ☐ No plans to continue education
   - b. ☐ Another Associate degree
   - c. ☐ Bachelors degree
   - d. ☐ Masters degree
   - e. ☐ Professional degree (such as dentistry, medicine, law, theology)
   - f. ☐ Doctors degree (e.g., Ph.D., Ed.D., D.B.A.)

9. **What college do you now plan to attend to continue your education? (check only one)**
   - a. ☐ No plans to continue college
   - b. ☐ University of Kentucky
   - c. ☐ University of Louisville
   - d. ☐ Western Kentucky University
   - e. ☐ Eastern Kentucky University
   - f. ☐ Murray State University
   - g. ☐ Morehead State University
   - h. ☐ Kentucky State University
   - i. ☐ Northern Kentucky University
   - j. ☐ _____ Community College in Kentucky
   - k. ☐ Other _____

10. **If there had been no community college in the area, I probably would (check only one):**
    - a. ☐ Not have attended college at all
    - b. ☐ Have gone to a 4 year Kentucky public college
    - c. ☐ Have gone to private 2 or 4 year college
    - d. ☐ Have gone to vocational school
    - e. ☐ Have gone to an out-of-state college

11. **If you would NOT have attended another college, why not? (Check one box for *each* item.)**

	Applies to me 1	Does not apply to me 2
a. Could not afford to live away from home	☐	☐
b. Could not afford to move my family	☐	☐
c. Could not leave the area due to personal reasons	☐	☐
d. Could not leave the area due to career or business reasons	☐	☐
e. Would not have had the confidence to begin college away from home	☐	☐
f. Would not have had the academic skills to succeed in a larger university	☐	☐

12. **Please write in the space below any comments (problems or suggestions) you have about your experience at the community college:**

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your input.

University of Kentucky
Community College System
GRADUATE FOLLOW—UP QUESTIONNAIRE

Your answers to the following questions will help us evaluate our programs and services. This form should take you only a few minutes to complete. All answers will be kept strictly confidential. Thank you.

Name: (Please Print)

Last First Middle Initial

Social Security Number: _ _ _ - _ _ - _ _ _ _

Permanent Mailing Address:

Street

City State Zip Code

Area Code Telephone Number

Graduate Information:

Date of Graduation:
☐ Aug ☐ Dec ☐ May 19_____

Full name of community college attended (no initials, please)

Major Program Area at Community College

Type of Degree (A.A., A.A.S., A.S.)

Current Situation
(check only one box for each item)

	No	Yes, Part-time	Yes, Full-time
a. I am working (check one)	☐	☐	☐
b. I am attending a college or university (check one)	☐	☐	☐

If you are neither working or attending school, please indicate why:

_____

_____

_____

Instructions

The following questions are divided into two parts - one part for students who went to work after graduating from a community college and one part for those who transferred to another college or university to continue their academic studies.

If you are working and not attending college, please answer questions 1 through 12.

If you have transferred to another college or university and are not working or working only part-time, please answer questions 13 through 20.

If you are working full-time and have also transferred to continue academic studies, please answer all questions.

For Those Working
Full-time or Part-time (but *not* attending college)

1. When did you start working in your present job? (check only one)
   a. ☐ Before enrolling at the community college
   b. ☐ While attending the community college
   c. ☐ Upon graduation from the community college
2. Once you actually began your job search, how long did it take you to find a job? (check only one)
   a. ☐ Had it before enrolling at community college
   b. ☐ Had it before graduating from community college
   c. ☐ Less than a month after graduation
   d. ☐ One-two months after graduation
   e. ☐ Three-four months after graduation
   f. ☐ Five or more months after graduation
3. Please write in the space below what your current job title is: (For example: nurse, insurance salesperson, secretary, x-ray technician)

   _____
4. How did you learn of this job? (check only one)
   a. ☐ Already had job while in college
   b. ☐ College placement office
   c. ☐ Employment agency
   d. ☐ Newspaper advertisement
   e. ☐ Direct contact with employer
   f. ☐ Faculty referral
   g. ☐ Referral through friend or relative
   h. ☐ Family business
   i. ☐ Other, please explain _____
5. To what extent is your current job related to your major at the community college? (check only one)
   a. ☐ Specifically related
   b. ☐ Somewhat related
   c. ☐ Not related

   If you checked "not related", please explain why: (For example: "couldn't find a related job", "pay not enough in field")

   _____
6. How long would you prefer to work at your present job? (check only one)
   a. ☐ Less than six more months
   b. ☐ Less than 1 year
   c. ☐ For another 1-2 years
   d. ☐ For another 2-5 years
   e. ☐ For more than 5 years
7. What is your annual salary in your present job? (check only one)
   a. ☐ Less than $8,300 ($3.35 - $4.00 per hour)
   b. ☐ $8,301 - $11,000 ($4.01 - $5.29 per hour)
   c. ☐ $11,001 - $13,000 ($5.30 - $6.25 per hour)
   d. ☐ $13,001 - $15,000 ($6.25 - $7.21 per hour)
   e. ☐ $15,001 - $18,000 ($7.22 - $8.65 per hour)
   f. ☐ $18,001 - $21,000 ($8.66 - $10.10 per hour)
   g. ☐ $21,001 - $25,000 ($10.11 - $12.02 per hour)
   h. ☐ $25,001 or higher ($12.03 or higher per hour)
8. Overall, rate the level of preparation you feel the community college gave you for your current job. (circle the appropriate number)

Excellent	Good	Average	Fair	Poor / Inadequate
1	2	3	4	5

9. May we contact your employer to obtain information on your performance as it relates to your community college education?
   Yes ☐
   No ☐

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10. Name and address of employer

Name of company or employer

Street

City State Zip Code

11. In the space below (or attach a sheet), please list major strengths and weaknesses of your community college education as it relates to your job.

Strengths

Weaknesses

12. Please tell us how we could have improved your preparation for your job.

For Those Attending a College or University (part-time or full-time)

13. Please write in the full name of the college or university you are currently attending.

14. Please write in your major/program at your new college or university. If undecided or not sure, please write that in.

15. What is your long range goal in attending your new college or university? (check only one)
   a. ☐ No degree goals
   b. ☐ Another associate degree
   c. ☐ Bachelors degree
   d. ☐ Masters degree
   e. ☐ Professional degree (such as dentistry, medicine, law, or theology)
   f. ☐ Doctorate (Ph.D., Ed.D., D.B.A.)
   g. ☐ Don't know yet

16. How many credit hours did you enroll in your first semester at your new college or university? (check only one)
   a. ☐ 1-3
   b. ☐ 4-6
   c. ☐ 7-9
   d. ☐ 10-12
   e. ☐ 13-15
   f. ☐ 16 or more

17. Please rate each of the following areas of the community college you attended in terms of how well it prepared you for transfer. (check one box for **each** item a-k)

Preparation for Transfer

	Excellent 1	Good 2	Average 3	Fair 4	Poor 5	Don't Know or Not Applicable 6
a. Overall preparation	☐	☐	☐	☐	☐	☐
b. Mathematics	☐	☐	☐	☐	☐	☐
c. Physics/Chemistry	☐	☐	☐	☐	☐	☐
d. Biological Science	☐	☐	☐	☐	☐	☐
e. Writing Skills	☐	☐	☐	☐	☐	☐
f. Oral Communication Skills	☐	☐	☐	☐	☐	☐
g. Foreign Language	☐	☐	☐	☐	☐	☐
h. Economics	☐	☐	☐	☐	☐	☐
i. History	☐	☐	☐	☐	☐	☐
j. Psychology/Sociology	☐	☐	☐	☐	☐	☐
k. Major field course work	☐	☐	☐	☐	☐	☐

18. Please indicate below any problems in transferring from the community college to your new college or university. (check one box for **each** item a-g)

Transfer Problems	No Problems 1	Some Problems 2	A lot of Problems 3	Not Applicable 4
a. Transferring courses for general credit	☐	☐	☐	☐
b. Transferring courses to count in my major	☐	☐	☐	☐
c. Financial	☐	☐	☐	☐
d. Maintaining grade point average	☐	☐	☐	☐
e. Obtaining my records from community college	☐	☐	☐	☐
f. Processing my records at new college or university	☐	☐	☐	☐
g. Personal adjustment at new college or university	☐	☐	☐	☐

If you marked that there were problems in the above areas, please explain. Describe any other problem areas as well:

19. In the space below (or attach a sheet), please list major strengths and weaknesses of your community college education as it relates to your academic work.

Strengths

Weaknesses

20. Please tell us how we could have improved your preparation for your new college or university studies.

Any Other Comments

University of Kentucky
Community College System

Employer Follow-Up Survey
for
Community College Graduates
(To be Completed by Employee's Supervisor)

Your answers to the following questions will help us evaluate our programs and services. This form takes less than 10 minutes to complete. ALL INFORMATION IS CONFIDENTIAL AND WILL NOT BE ASSOCIATED WITH YOUR NAME OR THE EMPLOYEE.

EMPLOYEE GRADUATE

Name and position of employee to be evaluated_____

Name and position of evaluator_____

1. Please indicate the type of company/organization/facility:_____

2. How many employees of the same position as our graduate are presently employed by this organization?_____

3. Did this employee attend a planned orientation for new employees? ___yes ___no

   Length of orientation_____

4. How important was the employee's community college education in the decision to hire him/her? (circle the appropriate number)

Very Important	Moderately Important	Not Important	Don't Know
1	2	3	4

5. How important will the employee's community college education be in his/her potential for advancement in this organization? (circle the appropriate number)

Very Important	Moderately Important	Not Important	Don't Know
1	2	3	4

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6. To what extent is this position related to this employee's community college major? (check one only)

_____Not related
_____Somewhat related
_____Specifically related
_____Don't Know

7. What is the minimum educational level required for this employee's position? (check one only)

_____Some high school or less
_____High school diploma
_____Some college
_____Two-year college degree
_____Four-year college degree
_____More than a four-year college degree

8. How long has this employee been with this organization?_____

9. This employee is employed _____hours per week on the average.

10. Please indicate this employee's hourly wage_____.

11. Has the level of responsibility of this employee changed since hiring? ___yes ___no

If yes, please explain_____

12. Does this employee's progress indicate the possibility of future promotion?

_____yes _____no

13. In general, how satisfied are you with this employee's work? (check one)

_____satisfied _____marginal _____dissatisfied

14. What, in your opinion, are the overall prospects for jobs for associate degree graduates with this employee's major:

_____
(fill in employee's associate degree major)

	Excellent	Good	Average	Fair	Poor	Don't Know
In the next five years? (circle one)	1	2	3	4	5	6
In the next ten years? (circle one)	1	2	3	4	5	6

15. Please rate this employee's skills in the following areas:
(circle one number for each item)

	Excellent	Good	Average	Fair	Poor	Don't Know
1. Command of technical principles	1	2	3	4	5	6
2. Command of theoretical principles	1	2	3	4	5	6
3. Application of knowledge to the job situation	1	2	3	4	5	6
4. Basic education skills in reading and writing	1	2	3	4	5	6
5. Mathematical/ Computational skills	1	2	3	4	5	6
6. Problem solving	1	2	3	4	5	6
7. Verbal communication skills	1	2	3	4	5	6
8. Written communication skills	1	2	3	4	5	6

Comments: _____

_____

_____

16. Please give your overall rating of the employee's educational skills as they relate to his/her job requirements. (circle the appropriate number)

Excellent	Good	Average	Fair	Poor
1	2	3	4	5

17. Please rate the employee's work habits in the following areas:
(circle one number for each item)

	Excellent	Good	Average	Fair	Poor
1. Acceptance of responsibility	1	2	3	4	5
2. Willingness to learn	1	2	3	4	5

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	Excellent	Good	Average	Fair	Poor
3. Cooperation with others	1	2	3	4	5
4. Work attitude	1	2	3	4	5
5. Work quality	1	2	3	4	5
6. Professinalism	1	2	3	4	5

18. Please give us your general comments or suggestions pertaining to this employee or our program preparation (strengths, weaknesses).

_____

_____

_____

_____

_____

_____

_____

Thank you for your cooperation.

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University of Kentucky
Community College System

Employer Follow-Up Survey
for
Associate Degree Nursing Graduates

Your answers to the following questions will help us evaluate our programs and services. This form will take less than 10 minutes to complete. ALL INFORMATION IS CONFIDENTIAL AND WILL NOT BE ASSOCIATED WITH YOUR NAME OR THE EMPLOYEE.

EMPLOYER GRADUATE

Name and position of nurse employee to be evaluated:_____

Name and position of evaluator:_____

1. Please check type of facility/practice. (check only one)

_____general hospital _____long term care facility

_____rehabilitation center _____outpatient clinic

_____children's hospital _____school system

_____home health care _____private practice

_____mental health facility _____other, please specify_____

Please indicate this nurse's area of practice_____

2. How many nurses are presently employed by this organization?_____

3. Did this nurse attend a planned orientation for new employees? ___yes ___no

Length of orientation_____

4. What is the minimum educational level required for this nurse's position?_____

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5. To what extent is this nurse's position related to his/her community college education?

____not related ____somewhat related ____specifically related

6. How long has this nurse been with this organization?_____

7. This nurse is employed _____hours per week on the average.

8. Please indicate this nurse's hourly wage_____.

9. Has the level of responsibility of this nurse changed since hiring? ____yes ____no

If yes, please explain_____

10. Does this nurse's progress indicate the possibility of future promotion within clinical nursing? _____Yes _____No

11. In general, how satisfied are you with this nurse's work? (check one)

_____satisfied _____marginal _____dissatisfied

12. As a provider of patient/client care, please rate this nurse's performance in the following major areas:

	Excellent	Good	Average	Fair	Poor	Don't Know/NA
Nursing Process Skills:						
1. Assessment	1	2	3	4	5	6
2. Analysis	1	2	3	4	5	6
3. Planning	1	2	3	4	5	6
4. Implementing	1	2	3	4	5	6
5. Evaluation	1	2	3	4	5	6
Other Skills:						
1. Care of Group of Patients/Clients	1	2	3	4	5	6
2. Verbal Communication	1	2	3	4	5	6
3. Written Communication	1	2	3	4	5	6
4. Ethical and Legal Practices	1	2	3	4	5	6
5. Professionalism	1	2	3	4	5	6

Comments: _____

_____

_____

_____

13. Please rate this nurse's ability to interact competently with the following persons:

	Excellent	Good	Average	Fair	Poor	Don't Know/NA
Patients/Clients	1	2	3	4	5	6
Families	1	2	3	4	5	6
Physicians	1	2	3	4	5	6
Nurse Supervisor	1	2	3	4	5	6
Nurse Peers	1	2	3	4	5	6
Other Nursing Staff	1	2	3	4	5	6
Other Non-Nursing Facility Personnel	1	2	3	4	5	6

14. Overall, I would rate the general performance of this nurse as:

Excellent	Good	Average	Fair	Poor
1	2	3	4	5

15. Please give us your general comments or suggestions pertaining to this nurse employee or our program preparation (strengths, weaknesses).

_____

_____

_____

_____

Thank you for your cooperation.

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University of Kentucky
Community College System
PREVIOUSLY ENROLLED STUDENT QUESTIONNAIRE

Your answers to the following questions will help us evaluate our programs and services. This form should take you less than ten minutes to complete. *Your responses are confidential.* Thank you for your cooperation.

Indicate name or permanent address below only if incorrect on label.

(Please Print)

Last _____ First _____ Middle Initial _____ (30-58)

Street _____ (59-80)

City _____ State _____ Zip Code _____ (6-27)

Area Code . Telephone Number _____ (28-37)

1. Which **one** of the following best describes your current employment status? (6)
   - 1 ☐ Employed part-time (35 hrs. or less)
   - 2 ☐ Employed full-time (over 35 hrs.)
   - 3 ☐ Not employed but seeking employment
   - 4 ☐ Not seeking employment

2. IF EMPLOYED, when did you start working in your present job? (7)
   - 1 ☐ Before enrolling at the college
   - 2 ☐ While attending the college
   - 3 ☐ After leaving the college
   - 4 ☐ Not currently employed

3. What was your primary reason for attending the community college? (Check one) (8)
   - 1 ☐ Preparation for getting a job
   - 2 ☐ Improvement for existing job skills
   - 3 ☐ Preparation for further education at a 4-year college
   - 4 ☐ Completion of an associate degree
   - 5 ☐ Personal interest
   - 6 ☐ Encouragement from parents
   - 7 ☐ Other (Please explain) _____

4. **How much help did your experience at this institution give you in reaching each of the goals listed below?**

		Helpful (1)	Not Much Help (2)	Not a Goal (3)	
a.	To discover my vocational interest	☐	☐	☐	(9)
b.	To prepare for a new career	☐	☐	☐	
c.	To improve present job skills	☐	☐	☐	
d.	To increase my salary and/or possibility for promotion in my present job	☐	☐	☐	
e.	To complete courses for transfer to a four-year college	☐	☐	☐	
f.	To enrich my life	☐	☐	☐	
g.	To improve interpersonal and leadership skills	☐	☐	☐	
h.	To participate in campus activities	☐	☐	☐	(16)
i.	To participate in cultural and social events	☐	☐	☐	
j.	To improve self confidence	☐	☐	☐	
k.	To meet people	☐	☐	☐	
l.	Other (please specify) _____	☐	☐	☐	(20)

Indicate below how IMPORTANT each of the following reasons was in your decision to leave the community college.

5. **ACADEMIC REASONS FOR LEAVING**

		Very Important (1)	Important (2)	Slightly Important (3)	Not Important (4)	
a.	To attend another college	☐	☐	☐	☐	(21)
b.	Major not available	☐	☐	☐	☐	
c.	Courses not available	☐	☐	☐	☐	
d.	Dissatisfied with major	☐	☐	☐	☐	
e.	Unsure about major	☐	☐	☐	☐	
f.	Course work not challenging	☐	☐	☐	☐	
g.	Low grades	☐	☐	☐	☐	
h.	Courses too difficult	☐	☐	☐	☐	
i.	Inadequate study techniques	☐	☐	☐	☐	
j.	Dissatisfied with quality of teaching	☐	☐	☐	☐	(30)

6. **EMPLOYMENT REASONS FOR LEAVING?**

a.	Obtained a job as a result of community college education	☐	☐	☐	☐	(31)

Very Important
Important
Slightly Important
Not Important
1 2 3 4

b. Accepted a job unrelated to my community college education ☐☐☐☐
c. Went into military service ☐☐☐☐

7. FINANCIAL REASONS FOR LEAVING?

a. Not enough money to go to college ☐☐☐☐ (34)
b. Applied, but could not obtain financial aid ☐☐☐☐
c. Financial aid not sufficient ☐☐☐☐
d. Child care too costly ☐☐☐☐

8. PERSONAL REASONS FOR LEAVING?

a. Scheduling conflict ☐☐☐☐ (38)
b. Needed a temporary break from studies ☐☐☐☐
c. Personal reasons ☐☐☐☐
d. Fulfilled my educational goals ☐☐☐☐
e. Child care not available ☐☐☐☐
f. Transportation problems ☐☐☐☐ (43)

How satisfied were you with each of the following areas?

Very Satisfied
Satisfied
Dissatisfied
Very Dissatisfied
1 2 3 4

9. Overall impression of college ☐☐☐☐ (44)
10. Overall quality of instruction ☐☐☐☐
11. Accessibility of instructors ☐☐☐☐
12. Individual attention from instructors ☐☐☐☐
13. Courses in my major ☐☐☐☐
14. Preparation for employment ☐☐☐☐
15. Preparation for another college ☐☐☐☐
16. Availability of needed courses ☐☐☐☐
17. Convenience of course times ☐☐☐☐ (52)

18. For EACH of the following times, indicate the MOST CONVENIENT for you:

7-8 a.m. | 8-11 a.m. | Noon | 1-5 p.m. | 5-10 p.m. | 10 p.m.-7 a.m.
1 2 3 4 5 6

a. Weekdays ☐☐☐☐☐☐ (53)
b. Saturdays ☐☐☐☐☐☐ (54)
c. Sunday ☐☐☐☐☐☐ (55)

How satisfied were you with each of the services listed below?

19. ADMISSIONS AND STUDENT RECORDS:

Very Satisfied
Satisfied
Dissatisfied
Not Available
Never Used
1 2 3 4 5

a. Admission Office ☐☐☐☐☐ (56)
b. Student Records and Transcripts ☐☐☐☐☐
c. Registration ☐☐☐☐☐
d. Orientation ☐☐☐☐☐

20. GUIDANCE AND COUNSELING:

a. Veterans Office ☐☐☐☐☐ (60)
b. Testing Services ☐☐☐☐☐
c. Financial Aid ☐☐☐☐☐
d. Personal Guidance and Counseling ☐☐☐☐☐
e. Career Development/Counseling ☐☐☐☐☐
f. Academic Advising by Counselors ☐☐☐☐☐
g. Academic Advising by Faculty ☐☐☐☐☐ (66)

21. ACADEMIC SUPPORT:

a. Library ☐☐☐☐☐ (67)
b. Reading, Writing, Math Skills Improvement ☐☐☐☐☐
c. Study Skills ☐☐☐☐☐
d. Business Office ☐☐☐☐☐
e. Bookstore ☐☐☐☐☐ (71)

22. EMPLOYMENT SERVICES:

a. Part-time Employment While Student ☐☐☐☐☐ (72)
b. Summer Job Placement ☐☐☐☐☐
c. Job Placement after College ☐☐☐☐☐

23. EXTRACURRICULAR ACTIVITIES:

a. Cultural Programs ☐☐☐☐☐ (75)
b. Recreation & Athletic Programs ☐☐☐☐☐
c. Student Activities ☐☐☐☐☐
d. Campus Organizations ☐☐☐☐☐ (78)

24. COMMENTS AND SUGGESTIONS:

_____
_____
_____
_____
_____

University of Kentucky Community College System

ENTERING STUDENT SURVEY

Your answers to the following questions will help us evaluate our programs and services. This form should take you less than 10 minutes to complete. Your responses are confidential.

Community College _____ (1)

Social Security No.: ☐☐☐-☐☐-☐☐☐☐ (2-10)

Name: (11-35)

_____
Last First Middle Initial Unmarried Name

Permanent Mailing Address: (36-65)

_____ (11-40)
Street

_____
City State Zip Code

GOALS

1. Which of the following statements BEST describes your goals in attending the community college? (50)

1 ☐ to obtain a 2-year degree
2 ☐ to work toward a 4-year degree
3 ☐ for personal enrichment
4 ☐ to take a few courses in order to obtain a job
5 ☐ no definite purpose in mind
6 ☐ advancement on the job

2. What is your ultimate EDUCATIONAL goal? (51)

1 ☐ I do not plan to complete a degree
2 ☐ Associate degree
3 ☐ Bachelors degree
4 ☐ Masters degree
5 ☐ Professional degree (such as dentistry, medicine, law theology)
6 ☐ Doctors degree (Ph.D., Ed.D., D.B.A.)

3. How long do you plan to attend the community college? (52)

1 ☐ one semester
2 ☐ one year
3 ☐ two years
4 ☐ more than two years
5 ☐ unsure of plans
6 ☐ until I graduate

4. What is the HIGHEST level of formal education that you have completed? (select only ONE) (53)

1 ☐ 8th grade or less
2 ☐ some high school
3 ☐ high school
4 ☐ high school equivalent (GED)
5 ☐ vocational/technical school courses beyond high school
6 ☐ Attended a college but DID NOT graduate
7 ☐ Associate degree
8 ☐ Bachelors degree or higher

5. Indicate your high school class rank. (54)

1 ☐ top quarter
2 ☐ second quarter
3 ☐ third quarter
4 ☐ bottom quarter
5 ☐ unknown

6. How long has it been since you were last enrolled in courses for credit at any college or university? (55)

1 ☐ never enrolled
2 ☐ less than 1 year
3 ☐ 1 year
4 ☐ 2-3 years
5 ☐ 4-6 years
6 ☐ 7-10 years
7 ☐ more than ten years

Which of the following describes your situation?

	YES 1	NO 2	(56)
7.	☐	☐	I am the first person in my immediate family to go to college
8.	☐	☐	One or both of my parents went to college
9.	☐	☐	One or both of my parents earned college degree(s)

EMPLOYMENT/FINANCIAL AID

Questions in this section will help us assess the employment status of students and the overall need for financial aid at the college

10. Which of the following BEST describes what you are currently doing? (check only one) (59)

1 ☐ Full-time employment
2 ☐ Part-time employment
3 ☐ Caring for home/family
4 ☐ Not otherwise employed

11. If you are currently employed, please indicate your occupation. (If unemployed, or living with parents, occupation of head of household) (60-61)

1 ☐ Clerical, secretarial work (typists, bookkeeper, etc.)
2 ☐ Craftsman or foreman (carpenter, mechanic, etc.)
3 ☐ Farmer
4 ☐ Laborer (construction worker, factory worker, skilled laborer, etc.)
5 ☐ Machine or vehicle operator
6 ☐ Professional/technical (lawyer, teacher, administrator, etc.)
7 ☐ Proprietor, manager, business owner
8 ☐ Sales worker (retail sales, insurance sales, etc.)
9 ☐ Service worker (custodian, cook, etc.)
10 ☐ Other

12. What is your total annual family or household income? (62)

1 ☐ less than $8,300
2 ☐ $8,301 - $11,000
3 ☐ $11,001 - $17,000
4 ☐ $17,001 - $20,000
5 ☐ $20,001 - $25,000
6 ☐ $25,001 - $30,000
7 ☐ $30,001 - $40,000
8 ☐ over $40,000

13. Will you be receiving financial aid during this year? (63)

1 ☐ Yes
2 ☐ No, applied but did not qualify
3 ☐ No, did not apply

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14. If you had not received financial aid, would you have attended college this year? (64)

1 ☐ Yes
2 ☐ No
3 ☐ Not applicable

REASONS

Your answers to the following will help us assess why you chose the community college and some of your educational needs.

15. If there had been no community college in the area, I probably would (check one): (65)

1 ☐ Not have attended college at all
2 ☐ Go to a 4 year Kentucky public college
3 ☐ Go to private 2 or 4 year college
4 ☐ Go to vocational school
5 ☐ Go to an out-of-state college

16. If you would NOT have attended another college, why not? (check all that apply to you) (66)

	YES 1	NO 2	
a	☐	☐	Would not have had the confidence to begin college away from home
b	☐	☐	Would not have had the academic skills for a large university
c	☐	☐	Could not leave the area due to personal reasons
d	☐	☐	Could not leave the area due to career or business reasons
e	☐	☐	Could not afford to go away to college

17. Indicate whether each of the following was a major reason, a minor reason, or not a reason, that you selected this particular community college. (71)

	Major Reason 1	Minor Reason 2	Not a Reason 3
a Low cost of attending	☐	☐	☐
b Convenient locations	☐	☐	☐
c Offered the courses I wanted	☐	☐	☐
d Could work while attending	☐	☐	☐
e College's reputation	☐	☐	☐
f Social atmosphere	☐	☐	☐
g Size of the college	☐	☐	☐
h Good chance of success	☐	☐	☐
i Availability of scholarship or financial aid	☐	☐	☐
j Advice of relatives	☐	☐	☐
k Advice of high school counselor, teacher, etc	☐	☐	☐
l to be with friends	☐	☐	☐

(80)
(11)

18. Do you feel you will need special help in any of the following areas as you continue your education? (Mark yes or no for EACH item.) (13)

	YES 1	NO 2	
a	☐	☐	Expressing ideas in writing
b	☐	☐	Reading speed
c	☐	☐	Reading comprehension
d	☐	☐	Mathematical skills
e	☐	☐	Better study skills
f	☐	☐	Test-taking skills
g	☐	☐	Public speaking skills
h	☐	☐	Identifying a major
i	☐	☐	Selecting a career

19. Indicate whether each of the following was a major source, a minor source, or not a source of your information about this college. (22)

	Major Source 1	Minor Source 2	Not a Source 3
a Friends at the college	☐	☐	☐
b High school teachers	☐	☐	☐
c High school counselors/administrators	☐	☐	☐
d Parents or relatives	☐	☐	☐
e High school classmates	☐	☐	☐
f College catalog	☐	☐	☐
g College publications	☐	☐	☐
h College alumni	☐	☐	☐
i Visits to the campus	☐	☐	☐
j College representative's visit to school	☐	☐	☐
k Announcements on radio or TV	☐	☐	☐
l Articles in newspapers or magazines	☐	☐	☐
m High school library	☐	☐	☐

(34)

BACKGROUND DATA

20. Sex: (35)

1 ☐ Male
2 ☐ Female

21. Age last birthday: _____ (36-37)

22. Marital status: (38)

1 ☐ Never married
2 ☐ Married
3 ☐ Divorced, separated
4 ☐ Other

23. Race/ethnic identification (39)

1 ☐ American Indian
2 ☐ Black
3 ☐ Oriental
4 ☐ Hispanic
5 ☐ Non-resident alien
6 ☐ White

24. Number of people living in your household? _____ (40-41)

25. Which of the following BEST describes the household in which you currently reside? Are you living... (42)

1 ☐ alone
2 ☐ with parents or grandparents
3 ☐ with spouse
4 ☐ with spouse and children
5 ☐ with a non-relative
6 ☐ other

26. What program do you plan to major in at the community college? (43-46)

_____

27. Comments you may wish to add.

_____

_____

_____

_____

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MERIT PAY STUDY

(1975 - 1989)

JEFFERSON COMMUNITY COLLEGE

March 1989

A. OVERVIEW

The purpose of this salary and academic rank analysis was to determine the impact of the University of Kentucky's Merit system at Jefferson Community College from 1975-76 to 1989-90.

B. DESCRIPTION

The University of Kentucky, including the Community College System, has traditionally granted salary increases on the basis of merit ratings. Annual performance reviews are conducted within each unit according to established procedures.

The primary purpose for the performance review is individual and institutional self-improvement. To help achieve this purpose, the performance review for each faculty member includes both a quantitative assessment and a qualitative judgment of his/her activities for each calendar year in the following areas: (a) Teaching performance; (b) Student guidance-advisory activities; (c) Community services as related to the program of the college; (d) Professional activities, educational leadership and community service.

To serve this purpose, input from students, colleagues, administrators, and other such sources as are pertinent to the educational unit are used. The evaluation instruments and forms used in each college are developed by the Community College President, involving consultation with the local faculty.

Rating categories during the past 15 years have ranged from 4 to 5, including a top category (Superior or Meritorious) and a bottom category (Unsatisfactory or Marginal). For the 1988 year, the five performance categories were -- Meritorious, Outstanding, Good, Satisfactory, Marginal.

C. METHODOLOGY

The base year of 1975-76 was selected for the study because that was the date that the current JCC President (Ronald J. Horvath) assumed his role at the college. In March 1989, the President identified forty-nine (49) faculty members who were on the payroll during 1975-76 and who were scheduled to receive salary increases for 1989-90.

Annual performance reviews from 1975 through 1988 were analyzed and a point-scale assigned for each year's performance review rating to determine on an overall basis a single (14-year) rating for the 49 faculty members. Each faculty member was then placed into one of three categories and their salaries/academic rank studied. The three categories were:

I. MERITORIOUS (11)

II. OUTSTANDING (20)

III. GOOD (18)

D. DEFINITIONS/DESCRIPTIONS

I. MERITORIOUS (11) -- Those faculty members who, year-after-year, perform at levels that are clearly above and beyond "the call of duty." These include faculty who are superior teachers; provide leadership, motivation, and direction; and who are perceived as role-models for their peers. In a word, they are the "superstars."

II. OUTSTANDING (20) -- Those faculty who consistently perform at that high level. That is, they fulfill their obligations very well; continue to do high quality work; provide some leadership; are skilled teachers; and are dedicated and hard-working professionals.

III. GOOD (18) -- Those who complete all of their professional responsibilities adequately and do what is asked of them. They are certainly effective teachers; but they are not viewed as campus leaders and their overall 15 year performance is clearly below that of the other two groups.

E. RESULTS

1975-76 average salaries were calculated for each of the three groups and compared with average salaries for 1989-90. Faculty members (N = 4) who were on 12 month contracts were converted to 10-month salaries.

FACULTY SALARIES

TABLE 1

	CATEGORY	N	1975-76 $\bar{X}$ SALARY	1989-90 $\bar{X}$ SALARY	Percent Increase	Dollar Increase
I.	MERITORIOUS	11	$11,310	$36,000	318%	$24,690
II.	OUTSTANDING	20	$11,602	$32,656	281%	$21,054
III.	GOOD	18	$11,428	$28,505	249%	$17,077
	TOTALS	49	$11,472	$31,882	278%	$20,410

F. CONCLUSIONS

During 1975-76, Category I faculty (MERITORIOUS) averaged $292 (2.5%) less than the Category II (OUTSTANDING) group and $118 (1.0%) less than the Category III (GOOD) group. The 1989-90 data show a very different picture, however.

Through their own hard work, diligence, commitment to excellence and improvement, the Category I group now averages $3,344 (10.2%) more than Category II and $7,495 (26.3%) more than the Category III faculty. Likewise, the Category II (OUTSTANDING) group averages $4,151 (14.6%) more than the Category III faculty.

It should be stressed again that all 49 faculty members in this ex-post factor study are competent, hard-working, and dedicated individuals who fulfill their responsibilities as community college faculty members. Realistically, however, some have stretched themselves to higher limits of achievement. In a word, the Category I people are truly "IMPACT" faculty. The differences in average salaries are clearly the result of a merit pay system which rewards achievements and results based on annual performance reviews.

G. CONSUMER PRICE INDEX/MERIT PAY

An interesting extension of the merit pay concept is a comparison with the Consumer Price Index (CPI) from 1975-76 salary levels to 1989-90 salary levels. Table 2 below shows the impact of the CPI on the average salaries for the MERITORIOUS, OUTSTANDING and GOOD groups. CPI data are drawn from Statistical Abstracts of the U. S. (1988), Department of Commerce.

SALARIES/CPI

TABLE 2

CATEGORY	1975-76 $\bar{X}$ SALARY	1989-90 $\bar{X}$ SALARY	CPI Adjusted	Salary Difference
I. MERITORIOUS (11)	$11,310	$36,000	$27,415	+ $8,585
II. OUTSTANDING (20)	$11,602	$32,656	$28,123	+ $4,534
III. GOOD (18)	$11,428	$28,505	$27,701	+ $804
TOTALS (49)	$11,472	$31,882	$27,808	+ $4,074

The lowest achieving group (III--GOOD) earned $804 more on the average than CPI adjustments would have provided--further evidence that the UK merit system is achieving its desired goal of rewarding those who perform at high levels of expectations. Note the average salary level of those in the MERITORIOUS group compared with the CPI (+$8,585) as well as those in the OUTSTANDING group compared with the CPI (+$4,534). In summary, UK salary increases for "veteran" faculty members have exceeded cost-of-living adjustments as measured by the Consumer Price Index.

CPI percentage price changes calculated on U. S. Government data:

1975	9.1%	1982	6.1%
1976	5.8%	1983	3.2%
1977	6.5%	1984	4.3%
1978	7.7%	1985	3.6%
1979	11.3%	1986	1.9%
1980	13.5%	1987	4.4%
1981	10.4%	1988	4.3%

H. PROMOTION AND TENURE/STUDY

Inasmuch as the University of Kentucky Community College System utilizes a "traditional" faculty ranking system (Instructor, Assistant Professor, Associate Professor, and Professor), this promotion process is an integral part of the "merit" system. Until a faculty member attains the rank of Associate Professor with tenure, he/she holds a year-to-year Probationary appointment. The description below is an uncomplicated overview of the academic rank/promotion process.

A newly hired faculty member with minimal experience typically holds the rank of Instructor for two or three years before he/she is considered for promotion to Assistant Professor. This decision is based on a formal review process which includes evaluations and recommendations from students, peers, Division Chairs, and Deans. The local President makes the final decision. Faculty who are not promoted are entitled to a one year terminal contract. Promotees have their strengths and weaknesses documented.

During an individual's fourth or fifth year, another formal review is instituted to determine a faculty member's progress toward tenure. Although no promotion occurs at this point, a faculty member who is deficient (i.e., not making satisfactory progress toward tenure) is given a one year

terminal contract. Those who are making satisfactory progress toward tenure are encouraged to continue their good work and/or to remedy any minor deficiences.

The critical decision for any faculty member occurs during the sixth year, at which time the person is considered for promotion to Associate Professor with tenure. The internal review process described previously is replicated at the local level and again at the Community College System level. The UK President/Board of Trustees makes the final decision based on recommendations from the Chancellor, President, Committees, and peers. Promotees earn an extra $800 recurring salary increase.

Promotion to full Professor (the highest of the academic ranks) is reserved for those individuals who have demonstrated Superior performance over the years. It is the most difficult promotion to achieve because of its stringency and the fact that is not based on longevity. Consideration for promotion to full Professor usually occurs six/seven years after promotion to Associate Professor. Promotees earn an extra $1,000 recurring salary increase.

FACULTY PROMOTIONS

TABLE 3

Category	Promoted To Full Professor N	%
I MERITORIOUS (11)	11/11	100%
II OUTSTANDING (20)	10/20	50%
III GOOD (18)	2/18	11%
TOTALS	23/49	47%

It is interesting to note that all eleven of the MERITORIOUS faculty have attained the rank of full Professor compared with 50% of the OUTSTANDING group and only 11% of the GOOD group. As stated previously, the rank of full Professor is an earned honor; it is bestowed upon those individuals whose work and performance are models of excellence.

SUMMARY

Each year the UK "Merit" system is scrutinized as to whether or not it is accomplishing its goal of identifying and rewarding those faculty whose performance is clearly above and beyond that of their peers. Some faculty view the annual system of performance review and merit as "unfair"; others believe that "merit" should be applied after cost-of-living increases and/or after equitable salary levels are attained. However, merit salary increases compared with CPI figures over the years clearly show that the merit system exceeds cost-of-living increases.

The data from this study clearly suggest that over a period of time (15 years), the merit system can and does provide substantial differences in annual compensation and in academic rank for faculty whose performance meets the highest standards.

Ronald J. Horvath
President
Jefferson Community College
Louisville, Kentucky
March 1989

CRITERIA FOR ACCREDITATION*
COMMISSION ON COLLEGES
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Conditions of Eligibility

1. The institution has attested in writing to its commitment to and intent to comply with the criteria of the College Delegate Assembly, either current or as hereafter modified consistent with the policies and procedures of the Commission on Colleges.

   As a necessary condition of acceptance of the institution's application for recognized status with the Commission on Colleges, the applying institution must also attest in writing to its understanding and agreement that the Commission on Colleges may, at its discretion, make known to any agency or member of the public (that may request such information) the nature of any action, positive or negative, regarding status with the Commission.

   The institution agrees to disclose to the Commission on Colleges any and all such information as the Commission may require to carry out its evaluating and accrediting function.

2. The institution has formal authority from an appropriate governmental agency or agencies located within the geographic jurisdiction of the Southern Association of Colleges and Schools to award degrees, certificates, or diplomas.

3. The institution has a governing board, consisting of at least five members, which has the authority to carry out the mission of the institution. A majority of the voting members must have no contractual, employment, familial, or personal financial interest in the institution.

4. The institution has a chief executive officer.

5. The institution is in operation and will have students enrolled in degree programs at the time of the committee visit.

6. The institution offers one or more degree program(s) based on at least two academic years at the associate level, at least four academic years at the baccalaureate level, or at least one academic year at the post-baccalaureate level.

7. The institution has a clearly defined and published statement of purpose.

8. The institution has published admission policies compatible with its stated purpose.

9. All undergraduate degree programs of the institution include a substantial component of liberal arts or general education courses at the postsecondary level. For degree completion in associate programs, the component must constitute a minimum of 15 semester hours or the equivalent quarter hours and for baccalaureate programs a minimum of 30

semester hours or the equivalent quarter hours. The credit hours may be either a prerequisite or an essential element of those programs and are to be drawn from each of the following areas: the humanities/fine arts, the social/behavioral sciences and the natural sciences/mathematics. The courses must not be narrowly focused on those skills, techniques and procedures peculiar to a particular occupation or profession.

10. In each curricular area in which the institution offers a major in a degree program, there is at least one full-time faculty member with responsibility for oversight and coordination of that area.

11. The institution has a plan, as well as a planning and evaluation process, which addresses its educational, physical and financial growth.

12. The institution owns sufficient learning resources or, through formal agreements, ensures the provision of and access to adequate learning resources and services required to support the courses, programs and degrees offered.

13. The institution has established an adequate financial base and has available an audited financial statement made within the year prior to the committee visit. In addition, an institution seeking initial candidacy for membership, candidacy renewal, or initial membership must not show a cumulative operating deficit.

*Pages 10 and 11.

Commission on Colleges
Southern Association of Colleges and Schools

LIST OF "MUST" STATEMENTS FROM THE CRITERIA FOR ACCREDITATION

Name of Institution _____

Chairman _____ Date of Visit _____

The sentences listed below are the "must" statements presented in the Criteria. Each statement represents a requirement which institutions must meet in order to comply with the Criteria.

The sentences with asterisks are requirements which refer to the institution's evaluation and planning process as it relates to a specific area or criterion. An institution must satisfactorily meet the requirements described in the statements with asterisks in order to comply with Section III, Institutional Effectiveness.

The sentences with circled numbers (e.g., (1)) relate directly (or indirectly) to continuing education, outreach and service programs.

Check the appropriate space for each statement. (Write "NA" if a criterion is not applicable.) If a committee member checks a specific statement as "No," the committee member must be prepared to submit a recommendation referring to the institution's non-compliance to the specific requirement.

NOTE: This worksheet was designed to help visiting committee members evaluate an institution's compliance with the Criteria for Accreditation. The worksheet should not be used in lieu of the Criteria. "Should" statements described in the Criteria are important and should not be overlooked by committees and institutions.

SECTION I. PRINCIPLES AND PHILOSOPHY OF ACCREDITATION

1.1 INSTITUTIONAL COMMITMENT AND RESPONSIBILITIES

YES	NO	
____	____	(1.) The institution reports activities according to the policies, procedures, and guidelines of the Commission.
____	____	2. The institution insures integrity in all of its operations in dealing with its constituencies, in its relations with other member institutions, and in its accreditation activities.

1.3 CONDITIONS OF ELIGIBILITY

YES	NO	
____	____	3. The institution attests in writing to its commitment to and intent to comply with the Criteria, either current or as hereafter modified consistent with the policies and procedures of the Commission on Colleges.
____	____	4. The institution attests in writing to its understanding and agreement that the Commission on Colleges may, at its discretion, make known to any agency or member of the public (that may request such information) the nature of any action, positive or negative, regarding status with the Commission.

YES	NO		
____	____	5.	The institution agrees to disclose to the Commission on Colleges any and all such information as the Commission may require to carry out its evaluating and accrediting function.
____	____	6.	The institution has formal authority from an appropriate governmental agency or agencies located within the geographic jurisdiction of the Southern Association of Colleges and Schools to award degrees, certificates, or diplomas.
____	____	7.	The institution has a governing board, consisting of at least five members, which has the authority to carry out the mission of the institution. A majority of the voting members must have no contractual, employment, familial, or personal financial interest in the institution.
____	____	8.	The institution has a chief executive officer.
____	____	9.	The institution is in operation and will have students enrolled in degree programs at the time of the committee visit.
____	____	10.	The institution offers one or more degree program(s) based on at least two academic years at the associate level, at least four academic years at the baccalaureate level, or at least one academic year at the post-baccalaureate level.
____	____	11.	The institution has a clearly defined and published statement of purpose.
____	____	12.	The institution has published admission policies compatible with its stated purpose.
____	____	13.	All undergraduate degree programs of the institution include a substantial component of liberal arts or general education courses at the postsecondary level. For degree completion in associate programs, the component must constitute a minimum of 15 semester hours or the equivalent quarter hours and for baccalaureate programs, a minimum of 30 semester hours or the equivalent quarter hours. The credit hours may be either a prerequisite or an essential element of those programs and are to be drawn from each of the following areas: the humanities/fine arts, the social/behavioral sciences, and the natural sciences/mathematics. The courses must not be narrowly focused on those skills, techniques, and procedures peculiar to a particular occupation or profession.
____	____	14.	In each curricular area in which the institution offers a major in a degree program, there is at least one full-time faculty member with responsibility for oversight and coordination of that area.
____	____	15.	The institution has a plan, as well as a planning and evaluation process, which addresses its educational, physical and financial growth.
____	____	16.	The institution owns sufficient learning resources or, through formal agreements, ensures the provision of and access to adequate learning resources and services required to support the courses, programs and degrees offered.
____	____	17.	The institution has established an adequate financial base and has available an audited financial statement made within the year prior to the committee visit. In addition, the institution (if seeking initial candidacy for membership, candidacy renewal, or initial membership) does not show a cumulative operating deficit.

1.4 INITIAL MEMBERSHIP

YES	NO		
____	____	18.	Any institution seeking initial membership must document its compliance with all the Conditions of Eligibility and must have been in operation through at least one complete degree program cycle and have graduated at least one class at the level of the highest degree offered prior to action of the C & R Committee.

SECTION II. INSTITUTIONAL PURPOSE

YES	NO		
____	____	1.	The institution's purpose is appropriate to collegiate education and its own specific educational role.
____	____	2.	The purpose is clear and concise, published, and represents the official posture and practice of the institution.
____	____	3.	The institution's statement of purpose addresses all components of its purpose, including research and public service where these are significant institutional responsibilities.
____	____	4.	The statement of purpose has been approved by the governing board.
____	____	5.	Appropriate publications accurately reflect the current statement of purpose.
____	____	6.	The educational program, the educational support services, the financial and physical resources, and the administrative processes of the institution are adequate and appropriate to ensure that the institution meets and continues to achieve its stated purpose.
* ____	____	7.	Planning and evaluation processes demonstrate that the institution's purpose and role are being fulfilled.

SECTION III. INSTITUTIONAL EFFECTIVENESS

3.1 PLANNING AND EVALUATION

YES	NO		
* ____	____	1.	The institution evaluates its effectiveness and uses the results in a broad-based continuous planning and evaluation process.
* ____	____	2.	The institution has adequate procedures for planning and evaluation.
*		3.	The institution defines expected educational results.
* ____	____	4.	The institution describes how achievement of results will be ascertained.
____	____		
* ____	____	5.	The institution develops and implements appropriate procedures for evaluating effectiveness in the areas of research and public service.

3.2 INSTITUTIONAL RESEARCH

YES	NO		
* ____	____	6.	The institution shows evidence of institutional research designed to support its planning and evaluation functions.
* ____	____	7.	The institution uses its research function for continuing study, analysis, and appraisal of purposes, policies, procedures and programs.
* ____	____	8.	The institution regularly evaluates its research function.

SECTION IV. EDUCATIONAL PROGRAM

PREAMBLE

YES NO

____ ____ 1. The principal focus of the institution is the education of its students.

*____ ____ 2. All aspects of the educational programs are clearly related to the purpose of the institution.

____ ____ ③. The institution is able to demonstrate the comparable quality of its educational programs, regardless of the delivery system or location.

____ ____ ④. The student enrollment and the financial resources of the institution are sufficient to support an effective educational program.

____ ____ 5. The institution's policies and procedures are consistent with its purpose.

*____ ____ ⑥. The institution formulates clear and explicit goals for innovative delivery systems and demonstrates that they are consistent with its stated purpose.

*____ ____ 7. The institution demonstrates how it will achieve these goals and how it will ensure overall effectiveness and quality.

Undergraduate Admissions (4.1.1)

YES NO

____ ____ 8. Admission policies are clearly stated, published and available to all potential and current students.

*____ ____ 9. The institution regularly evaluates its admission policies.

____ ____ 10. Recruiting activities and materials portray the institution accurately and honestly.

____ ____ 11. Admission policies are related to the educational purposes of the institution.

____ ____ 12. Admission policies establish qualitative and quantitative requirements in order to admit students who demonstrate reasonable potential or success. In the absence of such requirements, the institution offers appropriate developmental or remedial support.

____ ____ 13. The institution identifies the unit responsible for administering admission policies. Where various subdivisions maintain separate admission requirements, there are provisions for institution-wide coordination.

____ ____ 14. Students admitted to the institution show evidence of high school graduation or experiences which demonstrate their ability to make satisfactory progress.

____ ____ 15. The institution assesses the appropriateness of experiences offered in lieu of a high school diploma and justifies any deviations.

____ ____ ⑯. The institution defines and publishes its policy on the admission of transfer students, and includes the following: the requirement of official transcripts of all postsecondary credits previously earned; qualitative and quantitative limitations determining the acceptability of transfer work; criteria regarding the granting of advanced standing and conditions governing admission in good standing, admission on probation and provisional admission.

____ ____ 17. The institution informs transfer students of the amount of credit which will transfer.

YES	NO		
____	____	(18)	The institution states clearly all conditions governing the granting of credit based on advanced placement examinations, other exams such as CLEP, training obtained through the armed forces and service schools, professional certifications, or for experiential learning.
____	____	19.	The amount of credit granted on the above described bases is in accordance with commonly accepted good practice in higher education.
____	____	(20)	The documentation and evaluation of such learning includes an assessment of the relationship of the learning to the student's current educational goals, the means by which the experience was evaluated, and the amount of credit to be granted.
____	____	21.	The evaluation process and criteria for determining experiential learning is valid and clearly described.
____	____	22.	The institution defines policies regarding the academic dismissal, suspension and readmission of students. The readmission policies for such students are consistent with the academic policies.
____	____	23.	The institution follows procedures established for the implementation of institutional admission policies.
____	____	24.	The institution documents information for selecting students whose qualifications meet the admission policies.
____	____	25.	The institution publicizes both the general criteria for admission and any special admission criteria for individual programs.

Undergraduate Completion Requirements (4.1.2)

YES	NO		
____	____	26.	Curricular requirements for graduation are consistent with the institutional purpose.
____	____	27.	The institution states the requirement for each certificate and degree it awards.
____	____	28.	At least 15 semester hours or the equivalent for degree completion in associate programs are earned through instruction offered by the institution granting the degree.
____	____	29.	At least 30 semester hours or the equivalent for degree completion in baccalaureate programs are earned through instruction offered by the institution granting the degree.
____	____	30.	The statement of requirements specify: the number and distribution of general education credits to be completed, the minimum and maximum credits to be earned in the major or area of concentration, the total credits to be earned, and the competencies which students acquire to receive each certificate or degree.
____	____	31.	Completion requirements include competence in reading, writing, oral communications and fundamental mathematical skills.

Undergraduate Curriculum (4.1.3)

YES	NO		
____	____	32.	Curricular offerings are clearly and accurately described in published materials.
____	____	33.	Curricular offerings are directly related and appropriate to the purposes and goals of the institution.

YES	NO		
* ___	___	34.	The institution defines a process by which curriculum is established, reviewed and evaluated. Such a process recognizes the various roles of the faculty, administration, and governing board.
___	___	35.	The institution, for each curricular area in which a major in a degree program is offered, assigns responsibility for course or program oversight, coordination, development and review to persons academically qualified in the field.
___	___	36.	At least one full-time faculty member with appropriate credentials, as defined in Section 4.4.2, has primary assignment in each such curricular area.
___	___	(37)	The governing board approves the number and types of degrees, the number and nature of departments, divisions, schools or colleges through which the curriculum is administered and the extent to which the institution should offer graduate work and off-campus programs.
___	___	38.	The administration and faculty develop proposed academic programs and recommendations for submission to the board, and implement and monitor the general curriculum policy and academic programs approved by the board.
___	___	39.	Undergraduate degree programs contain a basic core of general education courses. (See Criteria for general education course requirements.)
___	___	40.	The core includes at least one course from each of the following areas: the humanities/fine arts, the social/behavioral sciences, and the natural sciences/mathematics.
___	___	41.	Within this core (or in addition to it), the institution provides components designed to ensure competence in reading, writing, oral communication and fundamental mathematical skills.
___	___	42.	Each degree program consists of an orderly, identifiable sequence of courses leading to the degree.
___	___	43.	The institution requires an adequate number of hours in courses above the elementary level with appropriate prerequisites.
___	___	44.	The institution defines what is meant by a major or an area of concentration and states the minimum and maximum number of credits allowed for each.
___	___	45.	The institution provides for electives chosen from disciplines outside the student's area of specialization.
___	___	46.	The design of the curricula, intended to provide basic preparation for students who will subsequently transfer, considers the institution to which these students transfer.
___	___	47.	"Inverted," "two plus two," and similar programs include an adequate amount of advanced coursework in the subject field.

Undergraduate Instruction (4.1.4)

YES	NO		
___	___	48.	Instructional techniques and policies are consistent with the purposes of the institution and are appropriate to the specific goals of an individual course.
* ___	___	49.	The institution regularly evaluates and collects evidence which demonstrates that efforts are being made to improve instruction.
___	___	50.	Students and faculty have a clear understanding of the goals and requirements of each course, the nature of the course content, and methods of evaluation used.
___	___	51.	Methods of instruction fulfill the goals of each course and are appropriate to the capabilities of the students.

YES	NO		
* ___	___	52.	Experimentation with methods to improve instruction are adequately supported and critically evaluated.
* ___	___	53.	The evaluation of students reflects concern for quality and properly discerns levels of student performance.
* ___	___	54.	The institution periodically studies the effectiveness of instruction.
___	___	(55)	Courses offered in nontraditional formats (e.g., concentrated or abbreviated time periods) are designed to ensure an opportunity for reflection and analysis of the subject matter.
___	___	56.	The institution demonstrates that students completing these programs or courses have acquired comparable levels of knowledge and competencies as would be requested in more traditional time formats.
___	___	57.	The institution provides competent faculty, adequate library and appropriate computer resources, instructional materials/equipment and physical facilities to support its educational program.
___	___	58.	The institution provides for its students a learning environment in which scholarly and creative achievement is encouraged.
___	___	59.	In programs where clinical experiences and affiliation with outside agencies are essential, the institution ultimately controls and supervises learning experience for which credit is awarded.
___	___	60.	The institution demonstrates that an effective relationship exists between curricular content and current practice in programs which are designed to prepare students for a specialized profession.

4.2 GRADUATE PROGRAM

YES	NO		
___	___	61.	Graduate programs are clearly related to the purposes of the institution.
___	___	62.	The principle focus of the graduate program is the education of students.
___	___	(63)	The institution complies with all policies governing changes in graduate programs (the initiation of graduate programs, a change at the same level, or the initiation of a program at the same level but substantially different from degree programs already approved) as outlined in the COC document "Substantive Change Procedures." The institution documents that appropriate steps have been taken to secure approval from state or other appropriate agencies.
___	___	64.	The institution, prior to expansion, demonstrates that systematic and timely plans have been developed for the expansion.
___	___	65.	New, continuous, or expanded graduate programs are supported by curricula and resources substantially beyond those provided for an undergraduate program.
___	___	66.	The institution provides adequate resources to support research, scholarly activity, and advanced professional training for graduate programs.
___	___	67.	The institution provides for its graduate programs a competent and productive faculty, the library, computer and laboratory facilities adequate to support them, and also an adequate administrative organization.

YES	NO		
____	____	68.	The institution maintains strong educational programs at the master's and bachelor's levels before attempting doctoral programs or the institution justifies its departure from the requirement. (Does not apply to free-standing graduate and professional schools.)
____	____	69.	The institution demonstrates the strength of its individual programs and shows that students admitted have attained the needed undergraduate requirements.

Graduate Admission (4.2.1)

YES	NO		
____	____	70.	Policies are related to the educational purposes of the institution.
____	____	71.	The institution establishes qualitative and quantitative requirements which result in the admission of students whose educational preparation evidences the potential for a high level of performance.
____	____	72.	The institution publishes admission criteria for all graduate programs.
____	____	73.	Admission procedures include the requirement that applicants submit, as part of the formal application process, official undergraduate transcripts, and other appropriate documents.
____	____	74.	Faculty representatives in each graduate program establish admission criteria.
____	____	75.	Separate admission criteria are formulated for each level of graduate work offered. Such practices clearly define probation or conditional admission.
____	____	76.	The institution makes provisions for publicizing both general criteria and special admission criteria for individual programs.

Graduate Completion Requirements (4.2.2)

YES	NO		
____	____	77.	The administration and faculty are responsible for the development of proposed academic programs to be recommended to the governing board.
____	____	78.	The faculty, or an appropriate body representing the faculty, determines the general completion requirements for graduate degrees.
____	____	79.	Policies governing the completion requirements include the following: the specified period of time for degree completion; requirements governing residency; thesis and dissertation requirements; . . . .
____	____	80.	The institution publishes and distributes graduate completion requirements.
____	____	81.	Completion requirements are clearly related to the institutional purpose.
____	____	82.	If individual academic units develop special completion requirements for their graduate programs, the institution publicizes a statement concerning those requirements.

Graduate Curriculum (4.2.3)

YES	NO		
____	____	83.	The institution demonstrates that it maintains a substantial difference between undergraduate and graduate instruction.
____	____	84.	The institution's graduate study is at a level of complexity and generalization that extends the knowledge and intellectual maturity of the graduate student.
____	____	85.	The graduate program requires graduate students to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills.
____	____	86.	The graduate curriculum affords the depth of education that will adequately prepare the graduate to practice in and contribute to a profession or field of scholarship.
____	____	87.	The institution controls any combined instruction of graduate and undergraduate students.
____	____	88.	The institution makes a distinction between a course of study leading to the master's degree and that leading to the doctorate.
____	____	89.	Programs leading to a master's degree provide an understanding of research, the manner by which research is conducted, the subject matter, bibliography, theory and methodology of the field; association with resident faculty; and demonstrated means of certifying the knowledge and skills which the candidate has acquired (normally the equivalent of at least one year of full-time graduate study).
____	____	90.	Programs leading to a doctoral degree, in addition to skills required of a master's candidate, require: period of residency; substantial mastery of the subject matter, theory, bibliography, research and methodology of the field, including special languages; and independent research competence as evidenced by a doctoral dissertation (usually the equivalent of at least three years of full-time equivalent study).
____	____	91.	Doctoral programs require appropriate and regular means for determining candidacy status and the fulfillment of degree requirements.
____	____	92.	The institution provides for frequent systematic evaluation of graduate curricular offerings, program requirements, and the constructive integration of research with instruction.
____	____	93.	Curriculum is clearly related to the purpose of the institution.

Graduate Instruction (4.2.4)

YES	NO		
____	____	94.	The institution provides an environment which supports and encourages scholarly interaction and accessibility among the faculty and students consistent with the qualitative intent of the Criteria.
____	____	95.	Instructional methods and delivery systems provide students with the opportunity to achieve the stated objectives of the course or program.
____	____	96.	Courses offered in non-traditional formats (e.g., concentrated or abbreviated time periods) are designed to ensure an opportunity for reflection and analysis of the subject matter.
____	____	97.	The institution demonstrates that students completing such courses have acquired comparable levels of knowledge and competencies as would be required in more traditional time formats.

YES NO

____ ____ 98. The institution has provision for assigning students to their directors, appointing their graduate committees, and monitoring their academic progress.

*____ ____ 99. The institution provides for a systematic and frequent evaluation of graduate instruction and for the revision of the instructional process based on the results of the evaluation.

____ ____ 100. The manner of instruction is clearly related to the purposes of the institution.

4.3 CONTINUING EDUCATION, OUTREACH AND SERVICE PROGRAMS

YES NO

____ ____ (101). The institution does not award credit for work taken on a non-credit basis.

____ ____ (102). The institution demonstrates that it possesses the necessary resources and services to support its continuing education programs.

____ ____ (103). The institution has informed the Commission of any new degree or certificate programs offered through continuing education or outreach programs.

*____ ____ (104). The institution regularly evaluates all of its continuing education programs (both credit and non-credit).

4.4 FACULTY

Selection of Faculty (4.4.1)

YES NO

____ ____ 105. The institution shows evidence that it has an orderly process for recruiting and appointing its faculty.

____ ____ 106. The institution describes in the faculty handbook or other published documents the procedure for selecting faculty.

____ ____ 107. For faculty members whose highest earned degree is from a non-regionally accredited institution, the institution shows evidence of the appropriateness of the faculty member's academic preparation.

____ ____ 108. The institution determines all applicants' proficiency in oral communication in the language in which the course is taught.

Professional and Scholarly Preparation - Associate (4.4.2.1)

YES NO

____ ____ (109). All full-time and part-time faculty teaching courses at the associate degree level in the areas specified in the Criteria have completed at least 18 graduate semester hours in their teaching field and hold a master's degree. In exceptional cases where unique experience and demonstrated competence substitute for advanced academic preparation, the institution justifies each case on an individual basis and maintains records for the substitute preparation.

____ ____ 110. Faculty members, who teach courses where college transfer is a goal or where substantial numbers of students transfer to senior institutions, hold a master's degree.

____ ____ 111. All faculty members, who teach technical specialty courses, have technical competence in the fields in which they teach.

YES	NO		
____	____	112.	All faculty teaching in professional and technical fields hold a degree at the level at which the faculty member is teaching. (The institution justifies exceptions and documents and maintains records of work experience and other qualifications if such qualifications serve as substitutes for the faculty's formal academic preparation.)
____	____	113.	Faculty members, who teach non-degree diploma or certificate occupational courses, have special competence in the fields in which they teach. (The institution justifies exceptions and documents and maintains records of work experience and other qualifications if such qualifications serve as substitutes for the faculty's formal academic preparation.)
____	____	114.	All faculty who teach basic computation and communication skills in non-degree occupational programs hold a bachelor's degree as a minimum.
____	____	115.	All faculty who teach adult basic education courses below the collegiate level hold a bachelor's degree as a minimum.
____	____	116.	All faculty who teach in remedial programs hold a bachelor's degree in a field related to their teaching assignment and either classroom experience in a field related to their teaching assignment or graduate teaching in remedial education.
____	____	(117)	Faculty teaching in degree programs offered at off-campus locations meet all criteria related to faculty qualifications.
____	____	(118)	Interaction with full-time faculty teaching off-campus degree programs is comparable to that provided for on-campus students in equivalent programs.

Professional and Scholarly Preparation - Baccalaureate (4.4.2.2)

YES	NO		
____	____	(119)	All full-time and part-time faculty teaching at the baccalaureate degree level in the areas specified in the Criteria have completed at least 18 graduate semester hours in their teaching field and hold a master's degree. (If this criterion is not met, the institution justifies the employment of a faculty member on an individual basis.)
____	____	120.	Forty percent of the course hours taught above the associate degree level in each of the specified areas in the Criteria, are taught by faculty members holding the terminal degree, usually the earned doctorate, in their teaching fields.
____	____	(121)	At least 25% of the course credit hours taught in each discipline in which an undergraduate major is offered, are taught by faculty members holding the terminal degree in that discipline. (Where there are exceptions, the institution documents and maintains records of qualifications which substitute for or supplement formal academic preparation.) (This requirement applies to each off-campus location where a majority of credits toward a degree can be obtained.)
____	____	122.	All faculty teaching in professional and technical fields hold a degree at the level at which the faculty member is teaching. (The institution documents and maintains records of qualifications used to substitute for or supplement formal academic preparations.)
____	____	123.	All faculty who teach in remedial programs hold a bachelor's degree in a field related to their teaching assignment AND either classroom experience in a field related to their teaching assignment or graduate teaching in remedial education.

YES	NO		
____	____	(124)	Faculty teaching in degree programs offered at off-campus locations meet all criteria related to faculty qualifications.
____	____	(125)	Interaction with full-time faculty teaching off-campus degree programs is comparable to that provided for on-campus students in equivalent programs.

Professional and Scholarly Preparation - Graduate (4.4.2.3)

YES	NO		
____	____	126.	The institution maintains a high level of faculty competence in the fields in which there are masters programs.
____	____	127.	Faculty teaching in programs leading to such degrees as the traditional doctor of philosophy demonstrate significant research capability and high faculty competence.
____	____	128.	The institution has adequate resources to attract and retain a qualified faculty.
____	____	129.	Faculty teaching graduate-level courses hold the highest degree in their disciplines. (In exceptional cases in which experience and/or scholarly or creative activities substitute for the doctorate, the institution documents and maintains records or qualifications which substitute for the doctorate.)
____	____	130.	Faculty assigned responsibility for the direction of doctoral research are experienced in directing independent study.
____	____	131.	The institution maintains the minimum numbers of graduate faculty. (See Criteria)
____	____	132.	The institution clearly defines and publishes eligibility requirements for faculty teaching graduate courses.
____	____	133.	Faculty teaching in degree programs offered at off-campus locations meet all criteria related to faculty qualifications.
____	____	134.	Interaction with full-time faculty teaching off-campus degree programs is comparable to that provided for on-campus students in equivalent programs.

Faculty Compensation (4.4.3)

YES	NO		
____	____	135.	The institution provides adequate faculty salaries and benefits in order to attract and retain able faculty members and to maintain faculty morale.
____	____	136.	The institution provides a satisfactory program of faculty compensation. The program includes an annual review of all salaries, based on clearly stated criteria for salary increments.

Academic Freedom and Professional Security (4.4.4)

YES	NO		
____	____	137.	The institution adopts and distributes to all members of the faculty a statement of the principles of academic freedom as established by the governing board.
____	____	139.	The institution provides contracts, letters of appointment or similar documents to the faculty clearly describing the terms and conditions of their employment.
____	____	139.	The institution publishes and distributes to the faculty all policies regarding employment, as established by the governing board.

YES NO

____ ____ 140. If the institution uses faculty ranks and tenure, the institution clearly sets forth in the faculty handbook or other official publications the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments for cause.

____ ____ 141. Termination and non-renewal procedures contain adequate safeguards for protection of academic freedom.

Professional Growth (4.4.5)

YES NO

____ ____ 142. The institution provides faculty members the opportunity to continue their professional development throughout their careers and demonstrates that such development takes place. (See Criteria for examples.)

____ ____ 143. The general tone and policies of the institution clearly encourage faculty members to take the initiative in promoting their own growth as teachers, scholars, and practitioners.

Role of the Faculty and Its Committees (4.4.6)

YES NO

____ ____ 144. The faculty has primary responsibility for the improvement of the educational program.

____ ____ 145. The faculty handbook clearly sets forth the extent of participation and jurisdiction of the faculty in academic affairs.

Faculty Loads (4.4.7)

YES NO

____ ____ 146. The institution employs a faculty of adequate size to support its instructional program.

____ ____ 147. The institution maintains a plan for the equitable and reasonable assignments of faculty responsibilities.

Criteria and Procedures for Evaluation (4.4.8)

YES NO

____ ____ 148. The institution conducts periodic evaluation of the performance of individual faculty members.

____ ____ 149. The evaluation conducted by the institution includes a statement of the criteria against which the performance of the individual faculty members will be measured. The criteria are known to all concerned.

____ ____ 150. The institution demonstrates that it uses the results of the evaluation in the improvement of the faculty and the educational program.

Part-Time Faculty (4.4.9)

YES NO

____ ____ 151. The institution controls the number of part-time faculty employed.

YES	NO		
____	____	(152)	All part-time faculty teaching courses for credit meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.
____	____	(153)	The institution establishes and publishes policies concerning the employment of part-time faculty.
* ____	____	(154)	The institution provides for appropriate orientation, supervision and evaluation of all part-time faculty.
____	____	(155)	The institution clearly states and informs part-time faculty at the time of their employment of their responsibility for providing students with reasonable access for purposes of academic assistance.

Graduate Teaching Assistants (4.4.10)

YES	NO		
____	____	156.	The institution controls the employment of graduate teaching assistants.
____	____	157.	The institution avoids heavy dependence on graduate teaching assistants to conduct classroom instruction.
____	____	158.	The institution provides a published set of guidelines for institution-wide graduate assistantship administration.
* ____	____	159.	All graduate teaching assistants, who have primary responsibility for teaching courses for credit and/or for assigning final grades for such courses, are directly supervised by a faculty member in the teaching field, receive regular in-service training, and are regularly evaluated.
____	____	160.	All graduate teaching assistants have at least 18 graduate semester hours in their teaching field.
____	____	161.	All graduate teaching assistants for whom English is a second language, demonstrate proficiency in oral communication and speech.
____	____	162.	The institution provides a structure for administrative oversight at a level above that of the individual academic unit.

4.5 CONSORTIAL AND CONTRACTUAL RELATIONSHIPS

YES	NO		
____	____	(163)	All consortial and contractual relationships comply with all the requirements of the Criteria.
____	____	(164)	The institution provides for the maintenance of standards of quality in such relationships.
* ____	____	(165)	All consortial or contractual relationships are regularly evaluated.

Consortial Relationships (4.5.1)

YES	NO		
____	____	(166)	Agreements to offer consortium degree or certificate programs are made with regionally accredited (or candidate) institutions which offer credit work at the appropriate degree or certificate level.
____	____	(167)	In cases where the consortial relationship is with a non-regionally accredited institution, the institution seeks approval by the COC in advance of the formation of or participation in the consortium and the institution includes provisions for the maintenance of standards of quality.

Contractual Relationships (4.5.2)

YES NO

____ ____ (168) Contracts for educational services and programs are consistent with the purpose, policies, and procedures of the institution and comply with the Criteria.

____ ____ (169) The member institution assumes responsibility for the qualifications of the faculty and for the quality of all courses offered under contract.

SECTION V. EDUCATIONAL SUPPORT SERVICES

YES NO

____ ____ (1) The institution provides a variety of services that support its educational purposes. (This requirement applies to all programs wherever they are located or however they are delivered.)

5.2 LIBRARY

YES NO

____ ____ 2. The institution ensures that all students and faculty have access to primary and secondary materials needed to support its purposes and programs.

____ ____ 3. The institution employs a competent staff available to assist library users.

____ ____ 4. The library contains collections of well-organized print and non-print materials.

____ ____ 5. The library maintains adequate hours for its users.

____ ____ 6. The library acquires materials and establishes services based on the needs of its users.

____ ____ 7. The library's mission statement is clearly related and consistent with the institutional purpose.

____ ____ 8. The institution regularly and systematically evaluates its library programs to ensure that it is meeting the needs of its users and that its library programs support the programs and purpose of the institution.

____ ____ (9) The library provides programs and services necessary to achieve the educational goals of the institution.

Services (5.2.1)

YES NO

____ ____ 10. Basic library services include: an orientation program, access to bibliographic information, and access to materials.

____ ____ 11. The library provides: adequate records of materials through catalogs, indexes, and bibliographies; access to information sources through indexes and bibliographies; and, where appropriate, access to external bibliographic data bases.

____ ____ 12. The library's physical facilities are adequate to house, service and make the library collections easily available.

____ ____ 13. The library provides students with the opportunities to learn how to access information in a variety of formats.

____ ____ 14. Librarians work cooperatively with the teaching faculty in assisting students to use resource materials effectively.

Collections (5.2.2)

YES	NO		
____	____	15.	The library collections and data bases are sufficient to support the educational, research, and public service programs of the institution.
____	____	16.	The institution provides for its graduate programs library resources substantially beyond those required for the bachelor's degree.
____	____	17.	Librarians, teaching faculty and researchers share in the development of collections and the institution establishes policies defining the involvement of the personnel.
____	____	18.	The library maintains a policy governing the principles of selection and weeding.

Staff (5.2.3)

YES	NO		
____	____	19.	The institution employs professional librarians who hold professional degrees at the graduate level in library science or learning resources.
____	____	20.	The library support staff is adequate and able to fulfill responsibilities of a technical nature.
____	____	21.	The chief-librarian is a well-qualified professional whose administration of library services contributes to the educational effectiveness of the institution.
____	____	22.	The institution defines policies concerning faculty status, salary, and contractual security for library personnel. Such policies are made known to library personnel at the time of employment.

Institutional Relationships (5.2.4)

YES	NO		
____	____	23.	Cooperative relationships with other libraries and agencies do not affect the institution's responsibility for providing its own adequate and accessible library resources and services.
____	____	24.	The institution establishes formal agreements (in instances when the institution forms cooperative arrangements).
____	____	25.	Such cooperative arrangements are regularly evaluated.

Library Resources at Off-Campus Sites (5.2.5)

YES	NO		
____	____	26.	The institution ensures the provision of and access to adequate learning resources and services required to support credit courses, programs, and degrees offered at any off-campus location.
____	____	27.	The institution owns these resources or provides them through formal agreements.
____	____	28.	Competent library personnel are assigned duties in planning and providing library resources and services and in ascertaining the continued adequacy of those resources and services.
____	____	29.	Formal agreements established for the provision of library resources and services ensure access to library resources pertinent to the programs offered by the institution and include provision for services and resources which support the institution's specific programs, in the field of study and at the degree level offered.

5.3 INSTRUCTIONAL SUPPORT

YES NO

___ ___ (30) The institution provides a variety of facilities and instructional services to support is curriculum. (This requirement applies to all programs wherever they are located or however they are delivered.)

___ ___ 31. The institution provides adequate programs and instructional support services necessary to achieve the educational goals of the institution.

5.4 COMPUTER RESOURCES AND SERVICES

YES NO

___ ___ 32. Policies for the allocation of computing resources and the assignment of priorities for computer use are clearly stated and consistent with the institution's purpose and goals.

___ ___ (33) The administration establishes priorities for computer usage and balances the services among the user groups. (This requirement applies to all programs wherever they are located or however they are delivered.)

___ ___ 34. Computer services support the primary educational goals of the institution.

5.5 STUDENT DEVELOPMENT SERVICES

YES NO

___ ___ 35. The institution provides adequate student development services to achieve the educational goals of the institution.

___ ___ 36. The goals for student development services are consistent with student needs and the purposes of the institution.

___ ___ (37) The institution provides student development services for off-campus programs.

___ ___ 38. The institution clearly designates an administrative unit responsible for planning and implementing student development services.

___ ___ 39. The institution employs student service personnel who have training and experience in their assigned areas.

___ ___ 40. The institution regularly evaluates student development services and programs.

Resources (5.5.1)

YES NO

___ ___ 41. The institution provides human, physical, financial and equipment resources on the basis of predetermined needs. Such resources adequately support the goals of the institution.

Programs and Services - Academic Advising, Counseling, and Career Development (5.5.2.1)

YES NO

___ ___ 42. The institution places high priority on the academic advising of students.

___ ___ 43. The institution provides the organizational structure and resources necessary to conduct an effective program of academic advisement.

YES NO

___ ___ 44. The institution places high priority on the counseling of students.

Programs and Services - Student Government, Student Activities, and Publications (5.5.2.2)

YES NO

___ ___ 45. The institution provides a statement of the students' role and participation in institutional decision-making.

___ ___ 46. The institution endorses policies and implementation procedures which govern the supervisory role of the institution over student activities programs (in instances when an institution has such programs).

___ ___ 47. The institution provides a clearly written statement concerning the role of student publications and other media and the control of their operations (in instances where student publications and other media exist).

Programs and Services - Student Behavior (5.5.2.3)

YES NO

___ ___ 48. The institution publishes a statement of student rights and responsibilities and makes this available to the campus community.

___ ___ 49. The institution clearly defines and distributes disciplinary procedure statements.

Programs and Services - Student Records (5.5.2.4)

YES NO

___ ___ (50) The institution maintains adequate student records for both credit and non-credit courses.

___ ___ 51. The institution takes steps necessary to ensure physical security of its student records.

___ ___ 52. The institution endorses policies concerning the kind of information which will be made part of the permanent record of each student, as well as policies concerning retention and disposal of records.

___ ___ 53. The institution maintains and publishes information-release policies which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution.

Programs and Services - Residence Halls (5.5.2.5)

YES NO

___ ___ 54. The institution has policies and procedures governing residence halls (in instances when an institution offers housing).

Programs and Services - Financial Aid (5.5.2.6)

YES NO

___ ___ 55. The institution makes provisions for an institution-wide coordination of all financial aid awards.

___ ___ 56. All funds for financial aid programs are audited on an annual basis.

Programs and Services - Health Services (5.5.2.7)

YES NO

57. The institution provides an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents.

5.5 INTERCOLLEGIATE ATHLETICS

YES NO

58. The institution operates the intercollegiate athletics program in strict adherence to a stated philosophy and purpose which is in harmony with and supportive of institutional purposes.
59. The administration and faculty control the athletic programs and contribute to its ultimate direction, with appropriate participation by students and oversight by its governing board.
60. The administration controls all fiscal matters pertaining to the athletic program.
61. The administration, through the institution's regular accounting and budgeting procedures, accounts for all athletic expenditures and income.
62. Academic policies governing admission, maintenance of academic good standing, and fulfillment of curricular requirements are the same for athletes as for other students.
63. The administration and faculty are responsible for the application of academic policies governing athletics.

SECTION VI ADMINISTRATIVE PROCESSES

6.1 ORGANIZATION AND ADMINISTRATION

YES NO

(1) The administration brings together its various resources and allocates them effectively in order to accomplish institutional goals.
2. The organizational structure and administrative processes are well defined, published, and made available to the college community.
3. The institution defines and makes known to faculty and staff the duties of its chief executive officer and senior administrative officials.
4. Administrative officers possess credentials, experience, and/or demonstrated competence appropriate to their areas of responsibility.
5. The institution periodically evaluates the effectiveness of administrators.
6. The administration maintains adequate communications essential for effective implementation of institutional policy.

Descriptive Titles and Terms (6.1.1)

YES NO

(7) The name of the institution, the titles of administrative heads, the designations of administrative and academic divisions, the terms used to describe academic offerings and programs, and the names of degrees awarded are accurate, descriptive and appropriate.

Governing Board (6.1.2)

YES NO

8. Although the title and function of governing boards vary, the institution has a clearly identifiable body which is responsible for policy-making.
9. Board actions result from a decision of the whole, not an individual member or committee.
10. The duties and responsibilities of the governing board are clearly defined in an official document. The document specifies: the number of members, lengths of service, rotation policies, organization and committee structure, and frequency of meetings.
11. There is appropriate continuity in the board membership, usually provided by staggered terms of adequate length.
12. The responsibilities of the governing board include establishing broad institutional policies, securing financial resources to support adequately the institutional goals, and selecting the chief executive officer.
13. The governing board has in place proper procedures to ensure that the board is adequately informed about the financial condition and stability of the institution.
14. The governing board is not subject to undue pressure from political, religious or other external bodies.
15. The institution maintains a clear distinction, in writing and in practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Official Policies (5.1.4)

ES NO

16. The institution publishes official documents which contain, but are not limited to, the following information: the duties and responsibilities of administrative officers, statements governing tenure or employment security, statements governing due process, and other institutional policies and procedures that affect the faculty, the administrative staff and other personnel.

Separately Accredited Units (6.1.5)

YES NO

17. The institution is able to document that it has notified the Executive Director of the COC that an off-campus unit is seeking separately accredited status and that it has obtained all necessary approvals from state agencies.

Administrative Organization (6.1.6)

YES NO

18. The institution's administrative organization reflects the purpose and philosophy of the institution and enables each functional unit to perform its particular responsibilities as defined by the stated purpose of the institution.
19. The institution publishes an organizational chart which delineates clearly the lines of responsibility and authority in the institution. The institution identifies specific administrative responsibility and authority for all educational offerings and functions of the institution.

6.2 INSTITUTIONAL ADVANCEMENT

YES NO

____ ____ 20. The programs under institutional advancement directly relate to the purposes of the institution and have the support of the governing board, administration, faculty, staff, student body, friends and alumni.

Publications (6.2.2)

YES NO

____ ____ 21. Publication policies regarding institutional advertising, student recruitment, and representation of accreditation status exhibit integrity and responsibility.

____ ____ 22. The content and design of publications produced and distributed by the institution accurately reflect the institution and give rigorous attention to the principles of good practice.

6.3 FINANCIAL RESOURCES

Financial Resources (6.3.1)

YES NO

____ ____ 23. The institution possesses sufficient financial resources to support all of its programs.

____ ____ 24. The recent financial history of the institution demonstrates the financial stability essential to the successful operation of the institution.

Organization for the Administration of Financial Resources (6.3.2)

YES NO

____ ____ 25. The design of the business office organization is consistent with the purposes of the institution, the size of the institution, and the volume of transactions of a business or financial nature.

____ ____ 26. The chief executive officer reports regularly to the governing board on the financial and business operations of the institution.

Budget Planning (6.3.3)

YES NO

____ ____ 27. The institution has an appropriately detailed annual budget.

____ ____ 28. The budget's preparation and execution is preceded by sound educational planning.

____ ____ 29. The chief executive officer presents the budget via proper channels to the governing board for final approval.

Budget Control (5.3.4)

YES NO

____ ____ 30. The institution maintains a system of budget control.

____ ____ 31. The accounting officer renders periodic interim budget statements to department heads.

____ ____ 32. Budgetary control is the responsibility of the administration.

____ ____ 33. The institution, when actual conditions require, revises the budget and communicates the nature of the changes to those affected within the institution.

Relation of an Institution to External Control (6.3.5)

YES	NO	
____	____	34. Once funds have been appropriated, the institution, operating under the jurisdiction of the governing board and subject to its policies, is responsible for budget making, establishment of priorities, and the control of expenditures.
____	____	35. Financial officials outside the institution do not use budgetary techniques nor other controls to control the educational function of the institution.

Accounting, Reporting and Auditing (6.3.5)

YES	NO	
____	____	36. The institution's accounting system follows the generally accepted principles of institutional accounting as they appear in College and University Business Administration. If exempted from use of the required accounting system due to state regulations, the institution provides comparable information.
____	____	37. The chief business officer is responsible for preparing financial reports for appropriate institutional officials, board officers, and outside agencies.
____	____	38. The chief executive officer of the institution receives periodic written financial reports.
____	____	39. Competent certified public accountants, or an appropriate governmental auditing agency, conduct an annual fiscal year audit and produce a certified report. (See Criteria for exceptions)
____	____	40. The auditors are not directly connected with the institution either personally or professionally.

Purchasing and Inventory Control (6.3.7)

YES	NO	
____	____	41. Purchasing is centrally maintained.

Refund Policy (6.3.8)

YES	NO	
____	____	42. The institution adheres to a published policy and procedure for the refunding of fees and charges to students who withdraw from enrollment.
____	____	43. The refund policy and procedures meet generally accepted refund practices in the higher education community, applicable to all students, and clearly stated in appropriate official publications.

Cashiering (6.3.9)

YES	NO	
____	____	44. The institution provides a suitable organization and adequate procedures for the management of all funds belonging to the institution.
____	____	45. The business office is responsible for a centralized cashiering function and the office maintains a system for the receipt, deposit, and safeguarding of institutional funds.
____	____	46. The institution requires that all persons handling institutional funds be bonded.

Investment Management (6.3.10)

YES NO

____ ____ 47. The board approves a written statement of the institution's investment policies and guidelines.

6.4 PHYSICAL RESOURCES

YES NO

____ ____ (48.) Physical resources, including building and equipment used both on-campus and off-campus, are adequate to serve the needs of the institution in relation to its stated purpose, programs and activities.

Space Management (6.4.1)

YES NO

____ ____ 49. Space allocated to any institutional function is adequate for the effective conduction of that function.

Building, Grounds and Equipment Maintenance (6.4.2)

YES NO

* ____ ____ 50. The institution maintains a plan for the upkeep of its property.
* ____ ____ 51. The institution maintains the plan on an annual basis.

Safety and Security (6.4.3)

YES NO

____ ____ 52. The institution provides a healthful, safe and secure environment for all members of the campus community.
____ ____ 53. The institution provides administrative responsibility for environmental health and safety programs.
* ____ ____ 54. The institution maintains and regularly evaluates a comprehensive safety plan.

Facilities Master Plan (6.4.4)

YES NO

* ____ ____ 55. The institution maintains in writing a current facilities master plan that provides for the future orderly development of the institution.

6.5 EXTERNALLY FUNDED GRANTS AND CONTRACTS

YES NO

____ ____ 56. Policies related to externally funded grants and contracts ensure conformity of this activity to the stated purposes of the institution, provide an appropriate balance between this type of activity and instruction, and guarantee institutional control of the administration of research projects.
____ ____ 57. The institution preserves the researcher's freedom to investigate and report results.
____ ____ 58. The institution maintains a clear policy concerning a faculty member's division of obligation to research and to other academic activities.

YES	NO		
____	____	59.	The institution informs its faculty and publishes this policy and all other such policies in documents such as the faculty handbook.
____	____	60.	When accepting funds from outside agencies, the institution maintains control of its policies which govern research and instruction.
____	____	61.	The institution safeguards its prerogative to control its own activities.
____	____	62.	The acquisition of research contracts and grants does not endanger continuity of support for general institutional activities.

Approved EXECUTIVE COUNCIL: 6/85
REVISED: 7/85, 1/86, 1/97, 3/88, 12/88

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